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ABSTRACT

Step-by-step directions for primary and elementary level resource teachers, classroom teachers and aides instruct them about how to meet the individual reading instruction needs of Oregon migrant children (9,797 eligible in 1980-81) through predrafted Individual Short-Term Plan/Records. In this approach the teacher assumes the child will only be available for instruction for a short period of time, generally two to six weeks. After quick assessment, using whatever information is available, the teacher selects one or more short-term plans. Each plan addresses a single content area and focuses on a single limited objective. The objective, a set of activities expected to lead to that objective, and a criterion statement are laid out on a single page form, comprising the plan portion of the plan/record. The record portion of the page contains a place to record if and when the criterion were met, who attests to this fact, and any relevant comments. Plan/records are pre-coded with the Migrant Skills List number, if applicable. Predrafted plan/records for reading readiness skills focus on visual discrimination, visual memory, auditory discrimination sensorimotor, alphabet, and context. Reading skills plan/records emphasize decoding consonants and vowels, structural analysis, literal and inferential comprehension, vocabulary, and study skills. (NEC)

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PRIMARY AND ELEMENTARY LEVELS

PREDRAFTED
INDIVIDUAL SHORT-TERM PLAN/RECORDS

READING

RC 012966

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PRIMARY AND ELEMENTARY LEVELS

PREDRAFTED
INDIVIDUAL SHORT-TERM
PLAN/RECORDS

Directions for Resource Teachers,
Teachers and Aides

Oregon Migrant Education Program
José D. García
State Coordinator

Prepared by:

Migrant Education Service Center

ESEA Title I-Migrant Programs
Funded by Title I-M P.L. 89-10
as amended by P.L. 89-750 and 93-380

PRIMARY AND ELEMENTARY LEVELS

PREDRAFTED
INDIVIDUAL SHORT-TERM
PLAN/RECORDS

Compiled and Edited
by

Judy Olinger
Alfredo M. Lugo

August 1981

Funded by
Oregon ESEA
Title I-M Program

INTRODUCTION

One of the problems that must be frequently faced in migrant education is that of providing instruction to the active migrant child who attends a particular school for only a short period of time. While the number of active migrants in Oregon is declining there is still a problem of considerable magnitude. In school year 1980-81 there were 5,489 active migrants out of a total of 9,797 eligible for the regular and summer term programs.

One method which appears promising as a means of addressing the active migrant child's individual needs is a technique called Individual Short-term Plan/Records. The use of this approach by teachers has gradually increased since being introduced several years ago. It is currently being used in various locations in the twelve administrative areas of the state. In this approach the teacher assumes that the child will only be available for instruction for a short period of time, generally two to six weeks. After a quick assessment, using whatever information is available, the teacher drafts one or more short-term plans. Each plan addresses a single content area and focuses on a single limited objective. The objective, a set of activities expected to lead to that objective, and a criterion statement are laid out on a single page form. This is the plan portion of the Plan/Record. The bottom part of the sheet contains a place to record if and when the criterion was met, who attests to this fact, and any relevant comments. This constitutes the record portion of the Plan/Record.

As might be expected many teachers found numerous children with similar if not identical needs for specific instructional activities. This raised the possibility of pre-drafting Individual Short-term Plan/Records that could be used by the teacher with any child who has the particular need addressed by an objective. In the summer of 1979-80, a group of experienced Migrant Education teachers who had made extensive use of Individual Short-Term Plan/Records was brought together by the Northwest Regional Educational Laboratory under the direction of William G. Savard to generate an experimental set of predrafted plan/records to cover situations which they felt were frequently encountered with active migrant children. Funding was provided by the National Institute of Education. Plan/records were predrafted in three areas:

.Oral Language

.Reading (including reading readiness)

.Mathematics (including math readiness)

Because of the current effort to implement the Migrant Skills List on a nationwide basis these Individual Short-term Plan/Records have been pre-coded with the Skills List number if there is one available. If there is no applicable number the word None is printed in the space. The Skills List numbers may be used as designated by the Migrant Education Service Center in Salem. For further information on Skills List matters contact Daniel Santos at the MESC, telephone (503) 378-6853. General inquiries may be directed to Alfredo M. Lugo at the Primary/Elementary levels or Merced Flores at the Secondary level; both individuals may be contacted at the MESC as well.

We would like to acknowledge the efforts of teachers who drafted the Plan/Records. The first set of plans were written in 1979 under the direction of William Savard, Project Director at the Northwest Regional Educational Laboratory by the following teachers: Noemy Brenes-Morua, Washington County, Math Readiness; Linda Gretsch, formerly with Washington County, Math Readiness and Reading Readiness; Judy Olinger, Polk County, Reading; Carol Holm, Jackson County, Oral Language; Maria Hinojosa, Marion County, Math Plans and coordination.

Additional Plans were written in 1981. Math Plan/Records were drafted by Donald Kinghorn of Hood River and Robert Berg of Yamhill County. Reading Plans were written by Carmen Mann of Marion County and Judy Olinger of Polk County. Oral Language Plan/Records were completed by Gail Speich of Washington County and Dr. Maria Marin of Western Oregon State College. William Savard of the Northwest Regional Educational Laboratory served as consultant. Technical assistance and coordination of the Elementary level programs was performed by Alfredo M. Lugo, M.E.S.C., Elementary Curriculum Specialist.

Directions for Resource Teachers:

If you are a resource teacher, either traveling or working from a fixed location, who works through regular classroom teachers or aides you have the option of using the loose-leaf reproducible version of the Individual Short-term Plan/Records in addition to plans of your own making.

You will need access to a xerox or other easy to use duplicating machine to duplicate your initial stock of Individual Short-term Plan/Records. You may wish to xerox all or many of the Plan/Records and replenish them whenever your stock drops by simply xeroxing the required number and putting them into the correct place in your folder.

Step I

Carefully review the entire set of Individual Plan/Records. Being thoroughly familiar with the content will greatly increase your ability to use them efficiently. Remember, these Individual Plan/Records are not your only tools. You will have to decide when and when not to use them.

Step II

Consult with the teacher or aide who will be working directly with the child. If possible work with or at least observe the child. Review the range of possible Plan/Records that could be used with the child in question at this particular point in time. Jointly select one or more Plan/Records. Discuss and decide upon the time period to be covered. Keep it as short as practical. Fill in the dates. Discuss the activities. Check to see that proper materials are available. If not, take action to obtain them. Carefully review the criterion statement, make certain that the teacher (or aide) understands it. Leave the Plan/Record with the teacher (or aide) with the understanding that you will be checking on it on your next visit. Arrange for telephone consultation in case there are problems in the meantime.

Step III

As Individual Short-term Plan/Records are completed have the teacher (or aide) fill in the completion date, criteria statement, and signature. Then, collect them in chronological order by location. At the end of the term they will be summarized on a regular Individual Short-term Plan/Record Summary Sheet (Form OF 9). The Project Coordinator will discuss data collection procedures further with you individually.

Directions for Classroom Teachers (and Aides) Who Provide Direct Instruction to Children:

Step I

Carefully examine the entire set of the Individual Plan/Records (Oral Language, Reading, and Mathematics) to become thoroughly familiar with their content. The Plan/Records in each area are arranged roughly in order of difficulty according to the Migrant Skills list, but they do not constitute an iron-bound sequence. Feel free to vary the order and to skip items. Each of these children need many skills. Our task for the moment is to find one or more appropriate tasks he/she needs to undertake now and to get underway with it immediately. You will find that the Short-term Plan/Records will overlap - some plans are suitable for teaching more than one objective, concept, or skill. The Oral Language plans, both primary and elementary, overlap into Reading. Some plans in the Oral Language Elementary level may be also suitable for some primary children. Familiarity with the contents will help you find the skills each child needs. As these tasks are completed another can be started.

Duplicate those plans you need to begin instruction. Replenish and duplicate new Plan/Records as necessary.

Step II

The criterion statements at the bottom of each sheet can be used in a bracketing technique to find an appropriate place to start with the child. After talking with the child select a sheet near the front of an area in which he/she has educational difficulty. Informally test him/her against the criterion statement. If he/she accomplishes it easily, try something considerably more difficult from the back of the area. If that is too hard try something toward the middle, and so on until you have reached a decision as to what might be appropriate.

Step III

After you have selected one or more appropriate Plan/Records simply enter the planned dates at the top of the sheet and get underway with the activities.

Step IV

At the end of the designated time period, or sooner if the child seems to be making rapid progress, check (test) the child according to the criterion statement at the bottom of the sheet. If the child meets the criterion (i.e., passes the test) record that fact by checking the YES space and dating and signing in the designated places. If he does not meet the criterion, do the same after checking the NO space. Enter the total days the child participated out of the total actual school days in the planned period.

Step V

Review your results. Was the task clearly too hard? Too easy? Should you have allowed more time? Less time? Was he/she absent so much that he/she could not be expected to meet the criterion? With these questions and your answers in mind start the selection process for the next Plan/Record. In some cases you may want to modify a Plan/Record. To do so, simply write directly on the sheet. In extreme cases you may want to create a whole new Plan/Record. Blank forms for that purpose are available from your Area Coordinator. It is suggested that you gain some experience with the Individual Plan/Records before creating new ones. How much experience is sufficient is a matter for your judgment.

Step VI

Keep each student's completed Plan/Records in chronological order. Keep the Plan/Records even if a child leaves the school. At the end of the term all of the Plan/Records will be summarized. Your resource teacher, someone from the area office, or the Project Coordinator will help you with the summary at that time.

SOURCES

Following are a few sources which you may want to consult. Do not feel obligated to look up or use the lised materials. They are only suggestions.

READING SOURCES

* The following materials are published by Barnell Loft. (Specific Skills Series).

Detecting The Sequence
Following Directions
Getting The Facts
Getting The Main Idea

* The following materials are published by: Creative Teaching Press, 514 Hermosa Vista Avenue, Monterey Park, California 91754.

Hit the Deck Game, MAK
Sound Hunt Game

* The following materials are published by Dexter Westbrook.

Learning To Alphabetize, Books A-C
Pronoun Parade, Levels A-3
Understanding Word Groups, Levels A-C
Word Elements Instructional Aid Pack

* Ideal Vowel Cards, Ideal Press

* The following materials are published by Modern Curriculum Press.

Phonics Is Fun, Book 1, 2
Phonics Workbook, A, B, C
Primary Readers

* Multiple Skills Series, Lowell and Lynwood, 958 Church Street, Baldwin, New York 11510.

Reading Sources--Continued

* The following are published by Frank Schaffer Publications, The Supply Room, 303 Sunnyside Blvd., Plainview, New York 11803. They are available through Learning World.

Alphabetizing Activities
Alphabetizing Skills Game
Antonyms, Synonyms, And Homonyms Game
Beginning Consonant Game
Capitalization And Punctuation Activity Book
Capitalization And Punctuation Games
Final Consonant Games
Finding The Facts
Following Directions
Long Vowel Game
My First Stories
Prefixes, Suffixes, And Syllables
Read Carefully
Read For Meaning
Reading Cartoons
Reading Riddles
Short Vowel Game
Story Sequencing
Strange And Silly Stories
Understanding What You Read
Who, What, When, Where, Why (Duplicating Masters)
Word Endings Activity Book
Listening Skills, Level A, B, C

* The following materials are published by Rand McNally or Lyons-Carnahan.

New Phonics We Use, Books A, B, C
Phonics We Use Game Kit
Syllable Count Kit

* G.O.A.L. Kit - Milton Bradley (Game oriented activities for learning).

* Read, Study, Think, Xerox Corporation

* The following materials are published by Science Research Associates (SRA).

Distar Reading I
Reading Laboratory Games, Nos. 1-7, 10, 20-24

Reading Sources--Continued

* The following materials are published by Milton-Bradley

Sequence Cards
G.O.A.L. Kit (Game oriented activities for learning)

* Spache, Evelyn, Reading Activities For Child Involvement, Allyn-Bacon, 1972

* The following materials are published by Step-A-Head Company, 1231 Olive, Eugene, Oregon.

Check-A-Ship Center (Digraphs)
Long Vowel Games
Mystery Marks Center (Punctuation)
Pair Of Pears Center (Homonyms)
PETS Center (Short Vowels)
Round Up Center (Compound Words)
Ship Ahoy Game

ORAL LANGUAGE SOURCES

* Idea Kit, Ballard and Tighe

* Introducing English, Houghton-Mifflin

* Peabody Language Kits, Levels 1-3, American Guidance Service

MATHEMATICS SOURCES

* The following are published by Curriculum Development Associates, available through the Oregon Math Council, Salem, Oregon

Common Sense Arithmetic, Robert Wirtz
Drill And Practice, Robert Wirtz
Banking On Problem Solving, Robert Wirtz

* Math Their Way, Mary Baratta Lorton, Addison-Wesley Publishing Company

READING READINESS SKILLS

INDIVIDUAL SHORT-TERM PLAN/RECORDS

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Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________ District: ____________ Area: ____________

For Dates ________ to ________ Age or Grade ________ ________

Student Name: ________________________
Last First

Content Area: Reading (Readiness) Skills List Ref. No. 020 ____

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To be able to name the colors: red, yellow, and blue.

Activities:

Using a group of blocks or toys (toys should be the same) that are red, yellow, and blue, you will divide the toys into three groups according to color and say the color. Then ask the child to do the same thing.

Criterion; What specific evidence will we accept to indicate that the objective was attained?

The child will divide the group of toys into groups of red, yellow, and blue. and name the colors with 100% accuracy three days in a row.

Total Days Participation ________ out of a possible ________

Criterion Attained: Yes ________ No ________ Date ________

Teacher: ________________________
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ **District:** ______________________ **Area** ____________

For Dates ____________ **to** ______________

Student Name ____ **Age** ____________
Last **First** **or**
Grade K-1

Content Area Reading **Skills List No.** 020

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To teach students recognition of the primary colors: red, blue, and yellow.

Activities: **What will be done, when, how much (time), by whom?**

Materials: Pictures, squares, circles, colors.
Color chart.
Magazines.

Proceed: Three large charts may be arranged with a center figure labeled. The children cut figures out of colored paper or magazines to add to the chart. Choose at least one from each child to put on the chart and label it - red apple, blue bird, etc.

2. Make individual charts of pictures that are red, blue, or yellow. This gives the children opportunity to see color words repeated several times.

3. Match circle with red square, etc.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Objective is attained when student, with 100% accuracy, can identify red, blue, and yellow.

Total Days Participation ____________ **out of a possible** ________________

Criterion Attained: **Yes** ____________ **No** ____________ **Date** ____________

Teacher: ____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** __________

For Dates __________ to __________

Student Name ______________________ (Last) (First) **Age** ______ **or Grade** K-2

Content Area Reading **Skills List No.** 020

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To provide skill in recognizing colors purple, blue, and red.

Activities: **What will be done, when, how much (time), by whom?**

Give the children leaf cutouts of the colors mentioned in the poem. Have them hold the leaves above their heads when they hear the names of the colors.

Melting sunsets blending
Purple, blue, and red
Bursts of brilliant color
Leaves above my head.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

If students hold up correct leaf, the objective has been attained.

Total Days Participation __________ **out of a possible** __________

Criterion Attained: **Yes** ________ **No** ________ **Date** ________

Teacher: ______________________ (Signature) (Title)

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Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** __________

For Dates __________ to __________

Student Name ______________________ (Last) (First) **Age** ______ or **Grade** K-2

Content Area Reading **Skills List No.** 020

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

Students will identify colors: red, yellow, brown, green and orange.

Activities: **What will be done, when, how much (time), by whom?**

Mark the beginning of autumn on a calendar. Display pictures of autumn trees and scenes. Give each child an envelope and have the children label their envelope "Color Kit" and write "autumn" below the phrase. Invite them to collect swatches of autumn colors from magazines, advertisements, etc. Help children observe colors in the displayed pictures and ask them to watch for autumn colors in their community.

Have the children cut their color swatches into smaller pieces. On white construction paper, children draw the branches and trunks of two or more trees with brown crayon. Have them paste the color pieces on the tree branches to create fall leaves. Label the colors and identify colors by comparing colors on other trees which are the same.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

When children can identify red, yellow, brown, green, and orange with 100% accuracy, the objective has been attained.

Total Days Participation __________ **out of a possible** __________

Criterion Attained: Yes __________ **No** __________ **Date** __________

Teacher: ______________________ (Signature) (Title)

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______ **District:** ______ **Area** ______

For Dates ______ **to** ______

Student Name ______ (**Last** / **First**) **Age or Grade** K-1

Content Area Reading **Skills List No.** 020

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To teach visual discrimination of color words.

Activities: **What will be done, when, how much (time), by whom?**

Materials: pictures with color words written underneath.
boxes, squares, triangles, circles, with color words written on them.

Proceed: Have the children read the word under the object. After five or six have read the words, remove the word from under the picture. Mix them up and have children try to place the correct color word with the picture signifying the color. Take many turns. Repetition is excellent.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

When a child, with 100% accuracy, can match colored pictures or objects with a word, the objective has been attained.

Total Days Participation ______ **out of a possible** ______

Criterion Attained: Yes ______ **No** ______ **Date** ______

Teacher: ______ (**Signature** / **Title**)

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ District: ________________ Area: __________

For Dates __________ to __________

Student Name: ______________________________________ Age or Grade ____________
Last First

Content Area: Reading (Readiness) Skills List Ref. No. 020, 040

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To develop the ability to identify and form geometric shapes. (Square, triangle, rectangle, circle.)

Activities:

1. Make simple drawings of shapes on individual cards made of tagboard. Place glue on the whole surface of the shape. Sprinkle sand on it and allow to dry. When dry, have children feel each shape and talk about the differences. The teacher can then introduce names of shapes. Children can also trace and outline the shape with their fingers.
2. Using wooden pattern blocks,* have children pick out all the squares or circles, etc., and form any design they want. Teacher should be asking for a particular shape, e.g., "Let's find all the squares."
3. Using pieces of yarn, (line segments) have students "put together" shapes, e.g., a rectangle. These activities should preceed any attempts to have the child copy a shape or trace it on paper even if there are dotted guides. This eliminates frustration.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

1. Student will be able to pick out the geometric shape that the teacher names.
2. Student will be able to draw three out of the four shapes.

Total Days Participation ______________ out of a possible ______________

Criterion Attained: Yes __________ No __________ Date ______________

Teacher: ____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ District: ______________ Area: __________

For Dates __________ to __________

Student Name: ________________________________ (Last) (First)

Age or Grade __________

Content Area: Reading (Readiness) Skills List Ref. No. 020

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To know likenesses and differences in shapes of real things.

Activities:

For a short period of time every day, take the child on a short walk to look for a shape, like all the circles (tires, signs, flowers, etc.), squares, triangles, and rectangles.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

When he/she can point out the shapes of circles, squares, rectangles, and triangles in the world around him/her for three days in a row.

Total Days Participation __________ out of a possible __________

Criterion Attained: Yes __________ No __________ Date __________

Teacher: ________________________________ (Signature) (Title)

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________ District: ____________ Area: ____________

For Dates ________ to ________

Student Name: ____________________ Age or Grade ________
Last First

Content Area: Reading (Readiness) Skills List Ref. No. 020

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Teach the child to copy shapes: circles, squares, triangles, and rectangles.

Activities:

Using either sand, cornmeal, or salt that has been spread out in a lunch tray, have the student trace the shapes of the circle, square, triangle, and rectangle with his/her finger. Guide his/her hand whenever necessary. Discuss and name the shapes.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

When the student can draw these shapes in a tray of cornmeal or salt and name the shapes as: circles, squares, triangles, and rectangles.

Total Days Participation ________ out of a possible ________

Criterion Attained: Yes ________ No ________ Date ________

Teacher: ____________________
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ District: ______________ Area: ______________

For Dates __________ to __________

Student Name: ______________ Last ______________ First

Age or Grade ______________

Content Area: Reading (Readiness) Skills List Ref. No. 020

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the child to copy the shapes of a circle, a triangle, a square and a rectangle.

Activities:

For short periods of time daily, help the child practice drawing these shapes on a chalkboard. First, guide the child's hand in a circle, then let him/her draw it on the board. Do the same with the other shapes. It is suggested that a chalkboard should be used before pencil and paper because the child can erase his/her mistakes quickly and eliminate much frustration.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

When the child can draw these shapes on a chalkboard well enough so that they can be recognized.

Total Days Participation __________ out of a possible __________

Criterion Attained: Yes __________ No __________ Date __________

Teacher: ______________ Signature ______________ Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ **District:** ______________________ **Area** ____________

For Dates ______________ to ______________

Student Name ____ **Age** ____________
Last **First** **or**
Grade K-1

Content Area Reading **Skills List No.** 020

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To provide skill in reproducing shapes: square, triangle, rectangle, circle.

Activities: What will be done, when, how much (time), by whom?

Draw dotted forms of these shapes on paper: square, triangle, circle, and rectangle. Give the children copies so they can trace the dotted shapes. Have them draw a circle around the traced circle, a triangle around the traced triangle and so on. Invite the children to make a jack-o-lantern out of the circle, create a witch's hat with the triangle and make the rectangle a door.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Project completed with 95% accuracy on given shapes meets the objective.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: Yes ____________ **No** ____________ **Date** ____________

Teacher: ____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ District: ______________ Area: ______________

For Dates __________ to __________

Student Name: ______________________________ Age or Grade ______________

Last First

Content Area: Reading (Readiness) Skills List Ref. No. 020

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To identify all the "circle" shapes (half circles and full circles) in the upper case alphabet.

Activities:

Using a written alphabet of upper case (big) letters, ask the child to find all the half circles and full circles, and to trace them with his/her finger.

Criterion; What specific evidence will we accept to indicate that the objective was attained?

When the child can trace all the circle, and half circle shapes in the upper case alphabet.

Total Days Participation ______________ out of a possible ______________

Criterion Attained: Yes __________ No __________ Date ______________

Teacher: ____

Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________ (**Last**) ______________ (**First**) **Age or Grade** K-2

Content Area Reading Readiness **Skills List No.** 020

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To develop skill in discrimination of shapes.

Activities: **What will be done, when, how much (time), by whom?**

Create a simple shape -- leaf, dog, cat, elephant, etc. Use different wrapping papers to cut out a quantity of the shapes. Turn your pattern over so some of the dogs or shapes will face the opposite way. Insert a thumb tack under each dog and attach a length of yarn to each thumbtack.

Instruct the children to point to any two dogs and tell how they are alike or not alike; after all the shapes have been discussed, ask the children to use the yarn to connect any dogs which are exactly alike.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

100% accuracy on discrimination of shapes will attain the objective.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: Yes ______________ **No** ______________ **Date** ______________

Teacher: ______________ (**Signature**) ______________ (**Title**)

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Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ to ______________

Student Name ______________ ______________ **Age or Grade** K-1
Last First

Content Area Reading **Skills List No.** 020

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To develop creative work with shape and color.

Activities: What will be done, when, how much (time), by whom?

Materials: paper shapes made from construction paper.
three colors studied.

Proceed: Construct a design using the different shapes and three colors. Do a design together, then allow individuals to create their own.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

A completed design made from given shapes and colors will attain the objective.

Total Days Participation ______________ out of a possible ______________

Criterion Attained: Yes ______________ No ______________ Date ______________

Teacher: ______________ ______________
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ **District:** ____________________ **Area** ____________

For Dates ______________ to ________________

Student Name ____ **Age** ____________
Last First **or**
Grade K-1

Content Area Reading **Skills List No.** 020

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To provide skill in identifying differences in objects.

Activities: **What will be done, when, how much (time), by whom?**

Materials: Picture-Word Dominoes (cars, houses, cats, birds.)
pictures from magazines.
work sheets from old phonics books.

Proceed: Show two pictures that are different. Discuss how. For example: This is picture of a house. This is also a picture of a house. Are they alike? What is different?

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Objective is attained when student, with 100% accuracy, can identify differences in pictures and objects.

Total Days Participation ______________ **out of a possible** __________________

Criterion Attained: **Yes** ____________ **No** ____________ **Date** ______________

Teacher: ____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________ **District:** ____________ **Area** ____________

For Dates ____________ **to** ____________

Student Name ____________ **Age** ____________
Last **First** **or**
Grade K-1

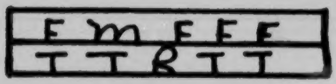
Content Area Reading **Skills List No.** 020

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To provide individual competence in distinguishing differences in letters.

Activities: **What will be done, when, how much (time), by whom?**

Materials: duplicated letters.
chart with lines of letters.
work sheets.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Proceed:
1) Have students find the letter that is different on the chart.
2) Have students hold up different letter from the letter being held by the teacher.
3) Give six students a letter (same). Give one student a different letter. Put the different letter in the center after students recognize its difference. (PPPPPPb)

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Objective is attained when students, with 90% accuracy, can distinguish letter differences.

Total Days Participation ____________ **out of a possible** ____________

Criterion Attained: **Yes** ____________ **No** ____________ **Date** ____________

Teacher: ____________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area:** ______

For Dates __________ to __________

Student Name: ______________________ **Age or Grade** __________
Last First

Content Area: Reading (Readiness) Skills **List** Ref. No. 020

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Teach the child to copy upper case letters.

Activities:

Step 1. Begin by asking the child to trace the letters in sand, or in a tray of salt or cornmeal. When the child can do this go to Step 2.

Step 2. Ask **the child to copy the letters** using a fat pencil and lined paper.

Criterion; **What** specific evidence will **we accept to** indicate that the objective was **attained**?

When the child can copy upper case letters on paper well enough to recognize them.

Total **Days Participation** ______________ **out of a possible** ______________

Criterion Attained: Yes __________ **No** __________ **Date** __________

Teacher: ____
Signature Title

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Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ to ______________

Student Name ______________ ______________ **Age or Grade** K-1
Last First

Content Area Reading **Skills List No.** 020

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

Students will write the lower and upper-case letters a, A, e, E, when given the letter names and models.

Activities: **What will be done, when, how much (time), by whom?**

Materials: practice paper.
models to be traced.

Proceed: Have students identify lower and upper-case a, A, e, E. Remind them of the strokes for the upper-case A. Have them trace the solid model with their fingers, the fade-out models with their pencils, and then write the letters.

2. Take the students for a walk in the school in order to find a sign. Point out one or several signs and discuss their purpose. If the letters in the signs are all upper-case letters, point this out to students and discuss possible reasons for this.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

When students can legibly copy lower and upper-case letters a, A, e, E, the objective has been attained.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: Yes ______________ **No** ______________ **Date** ______________

Teacher: ______________ ______________
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________ **District:** ____________ **Area** ____________

For Dates ____________ **to** ____________

Student Name ____________ **Age** ____________
Last **First** **or**
Grade K-1

Content Area Reading **Skills List No.** 020

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To teach the student to write his or her name when given a model.

Activities: **What will be done, when, how much (time), by whom?**

Materials: paper with student names.
practice paper.

Proceed: Give the child a model of his name. Have student copy his name.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Objective is attained when the student has successfully copied his name using correct form.

Total Days Participation ____________ **out of a possible** ____________

Criterion Attained: Yes ____________ **No** ____________ **Date** ____________

Teacher: ____________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ District: ________________ Area: ____________

For Dates __________ to __________

Student Name: ______________________________________ Age ____________
Last First or
Grade ____________

Content Area: Reading (Readiness) Skills List Ref. No. 020

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the child to copy words.

Activities:

For a short period of time each day, ask the child to choose from a group of magazine pictures you have cut out. Then ask the child to tell you about the picture. Write down what he/she says in print and then ask the child to copy his/her "story". Paste the story and copy on a piece of construction paper and give it to the child.

Criterion; What specific evidence will we accept to indicate that the objective was attained?

When the child can copy the "story" so that you can recognize the letters.

Total Days Participation ______________ out of a possible ______________

Criterion Attained: Yes __________ No __________ Date ________________

Teacher: ____
Signature Title

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Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ **District:** ______________________ **Area** ____________

For Dates ______________ to ________________

Student Name ____ **Age** __________

Last First **or Grade** K-1

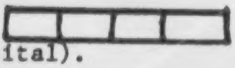
Content Area Reading **Skills List No.** 020, 040

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To develop skill in matching capital letters.

Activities: **What will be done, when, how much (time), by whom?**

Materials: Key pictures - card pocket



duplicated letter cards (capital).

Proceed: Give one of six capital letter forms to each of six pupils, being sure that each one sees his letter right side up. Keep duplicates of the letters in your hand. Place in the left end of the top pocket of the chart. With one of the duplicates in your hand say: One of you has the same letter. Come and place it under mine.

Continue daily until students can match all 26 letters of the alphabet. Change the pace by having teacher match the letter and student tells if right or wrong.

Note: Key pictures refers to any picture which portrays the auditory or visual perception of the letters being taught.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Objective is obtained when students can readily and willingly match 90% of the capital letters.

Total Days Participation ____________ **out of a possible** ________________

Criterion Attained: **Yes** ____________ **No** ____________ **Date** ____________

Teacher: ____

Signature **Title**

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Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________ **District:** ____________ **Area** ____________

For Dates ____________ **to** ____________

Student Name ____________ **Last** ____________ **First** ____________ **Age** ____________ **or Grade** K-1

Content Area Reading **Skills List No.** 020, 040

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To develop visual discrimination in words.

Activities: **What will be done, when, how much (time), by whom?**

Materials: word chart.
practice sheets.

Proceed:
1) Make two lists of words on the board. Scramble the words. Call on a student to match the partners.
2) Make a chart of words. Have students find the word that does not belong.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Objective is attained when student, with 90% accuracy, identifies the word that is different.

Total Days Participation ____________ **out of a possible** ____________

Criterion Attained: Yes ____________ **No** ____________ **Date** ____________

Teacher: ____________ **Signature** ____________ **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________ **Last** ______________ **First** ______________ **Age** ______________ **or Grade** K-2

Content Area Reading **Skills List No.** 040

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

Students will develop skill in identifying letters.

Activities: **What will be done, when, how much (time), by whom?**

The children assemble in groups. One group huddles in the center of the floor and quietly chooses a letter of the alphabet. Then they spread out in a row and each child ice skates the shape of their chosen letter. Encourage the group to move in the same direction to form the letter. The first of your other groups or individuals to guess the letter wins and gets to choose and ice skate the next letter.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Group participation attains the objective.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** ______________ **No** ______________ **Date** ______________

Teacher: ______________ **Signature** ______________ **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________ District: ____________ Area: ____________

For Dates ________ to ________

Student Name: ____________________ Age or Grade ________
Last First

Content Area: Reading (Readiness) Skills List Ref. No. 04003

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach him/her to draw something that he/she remembers.

Activities:

Ask the child to draw a picture of something he/she remembers. (For example, a picture of his family and where he lives.) Ask the child to think about his family, house, favorite toy, pet; etc. Have him tell you about it, or them; next ask him/her to make a drawing of it. This activity is something that should be done on and off or as a daily activity for a 1 to 2 week period.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

When he/she can draw what he/she remembers and put in a least 3-5 important details (for example, the correct color of hair and eyes and number of persons in the family) for three days in a row.

Total Days Participation ____________ out of a possible ____________

Criterion Attained: Yes ________ No ________ Date ____________

Teacher: ____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________ District: ____________ **Area**: ____________

For Dates ________ to ________

Student Name: ______________________ Age or Grade ________
Last First

Content Area: Reading (Readiness) Skills List Ref. No. 04004

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the child to remember what he/she sees.

Activities:

Materials needed: pictures, comic book pages, pages from magazines, or anything with clear vivid drawings of objects. Using a different page everyday, show the child a drawing or picture and ask him/her to tell you what was in the picture. Make a list of what he/she says and show him the picture again. Go over the objects he did not remember.

Criterion; What specific evidence will we accept to indicate that the objective was attained?

The student should be able to look at a new picture and later, with the picture out of sight, name 80% of the objects in the picture.

Total Days Participation ________ out of a possible ________

Criterion Attained: Yes ________ No ________ Date ________

Teacher: ______________________
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________ District: ____________ Area: ____________

For Dates ________ to ________

Student Name: ____________________ Age or Grade ____________
Last First

Content Area: Reading (Readiness) Skills List Ref. No. 04004

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To develop or strengthen visual memory skills by pointing out what is missing from a group of 5 things.

Activities:

The teacher will play a game called "What's missing" with the child. Bring out five toys and let the child touch them and name them. Now take away one of the toys while the child closes his/her eyes. Say: "What's missing?" The child guesses what it is; then show him the toy.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

When the child can name the missing toy 90% of the time for three days in a row.

Total Days Participation ____________ out of a possible ____________

Criterion Attained: Yes ________ No ________ Date ____________

Teacher: ______________________________
Signature Title

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Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

hool: ______________________ **District:** ______________________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ____ **Age** ______________
Last **First** **or Grade** K-1

Content Area Reading **Skills List No.** 06001, 120

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To develop awareness that words can tell things the picture does not. To teach that a different word symbol represents or names.

Activities: **What will be done, when, how much (time), by whom?**

Materials: poem on a chart -- Lots of times bears
come in pairs.
It's twice as much fun
to watch two bears in one.

Proceed: Read aloud the verse. Ask pupils to listen as you read it again. Have students draw the picture that comes to mind as they hear it. Reread the poem. Ask pupils to listen to the poem once more and then draw the picture that it makes them see. Display the poem with the children's drawings.

2. Making a chart. A simple chart "Zoo Animals" may be made by the pupils, cutting illustrations of the animals from old magazines or from a duplicated sheet supplied to them. When the pictures have been pasted in place, the name of each animal should be written beneath its picture. The pupil will decide "what the word says" as he names an animal. He should not be expected to recognize the words in any other situation at this time, and should not be drilled on them. He will merely see that a different word symbol represents each animal.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Objective is attained if the child initiates an effort to make a drawing and can express his thoughts through his drawing.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** ______________ **No** ______________ **Date** ______________

Teacher: ____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ **District:** ______________________ **Area** ____________

For Dates ______________ to ________________

Student Name ____ **Age** ____________
Last First **or**
Grade K-3

Content Area Reading **Skills List No.** 06001

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To develop listening skill and recalling important details.

Activities: What will be done, when, how much (time), by whom?

Materials: none.

Proceed: Tell the children you are going to read some sentences and then ask some questions. If children find it difficult to answer a question, repeat the sentence and discuss the content. Say: Listen to find out what John is riding.

1) John is riding his bicycle to the park.
   Q. What is John riding to the park?

2) A bird was sleeping in the tree.
   Q. Where was the bird?

Continue with as many sentences as time permits.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Objective is attained when 80% accuracy is maintained in any group of given sentences.

Total Days Participation ______________ **out of a possible** ________________

Criterion Attained: Yes ____________ **No** ____________ **Date** ______________

Teacher: ____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________ **Age** ______________
Last **First** **or**
Grade K-3

Content Area Reading **Skills List No.** 06001

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To provide skill in recalling important details from a selection read aloud.

Activities: **What will be done, when, how much (time), by whom?**

Materials: none.

Proceed:
1. Read a short selection orally. Then ask who, what, where, when, why, how many.
2. Call on individual children to retell the story.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

When children answer 3 out of 5 questions, the objective has been attained.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** ______________ **No** ______________ **Date** ______________

Teacher: ______________________________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ District: ______________ Area: ______________

For Dates ________ to ________

Student Name: ______________ ______________
Last First

Age or Grade ______________

Content Area: Reading (Readiness)

Skills List Ref. No. 06003

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the child to make and reproduce sound patterns.

Activities:

For short periods of time daily, play a hand clapping game with the child. Clap a rhythm and ask the child to do the same. Change the rhythm from time to time. This activity could also be done with simple musical instruments.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

When the child can repeat three different sound patterns for three days in a row.

Total Days Participation ________ out of a possible ________

Criterion Attained: Yes ________ No ________ Date ________

Teacher: ______________ ______________
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________________________ **Age** ______________
Last First
or
Grade K-2

Content Area Reading **Skills List No.** 06003, 06004

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To develop skill in reproducing sound patterns.

Activities: **What will be done, when, how much (time), by whom?**

Write these sound words on the chalkboard: swish, pop, bump, bang, crash, squeak, crunch, drip, splash, creak, rattle, and knock. Have the children pretend to be sound detectives by copying each word and writing down how someone might make each sound in a house. Then have students find words that begin with the same sound.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

When student can identify beginning sounds - alike words, 8 out of 10, objective has been attained.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** ______________ **No** ______________ **Date** ______________

Teacher: ____
Signature Title

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Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ District: ________________ Area: ___________

For Dates __________ to __________

Student Name: ______________________________________ Age or Grade ______________
Last First

Content Area: Reading (Readiness) Skills List Ref. No. 06004

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To find sounds that are alike.

Activities:

For a short period of time each day, read the child a story. Go back over each page of the book, read it for the child and ask him/her to listen for sounds that are alike. Make a list with the child of the sounds that are alike and read them to him/her. Do this on each page of the story.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

When the child can name a group of words that sound alike on the pages of a story book for three days in a row.

Total Days Participation ______________ out of a possible ______________

Criterion Attained: Yes __________ No __________ Date ________________

Teacher: ____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ District: ________________ Area: __________

For Dates __________ to __________

Student Name: ______________________________________ Age or Grade __________
Last First

Content Area: Reading (Readiness) Skills List Ref. No. 06004

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the child to identify and group together sounds that are alike.

Activities:

Read the child a story. Then, going through the book page-by-page, find a sound that the child enjoys on each page. Repeat the sound and ask the child to make sounds that are the same and notice words that have the same sounds in them.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

When the child can choose sounds that are the same on every page of a book.

Total Days Participation ______________ out of a possible ______________

Criterion Attained: Yes __________ No __________ Date ________________

Teacher: ____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ District: ________________ Area: __________

For Dates __________ to __________

Student Name: ______________________________ Age ______ or Grade ______
Last First

Content Area: Reading (Readiness) Skills List Ref. No. 06004

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the child to find words that begin with B (initial consonants).

Activities:

For short periods of time each day read the child a short story book. Then go over each page looking for words that begin with B. Say the word out loud and ask the child to repeat it.

Note: This activity can be used quite effectively with any letter that the child is having trouble learning.

Criterion; What specific evidence will we accept to indicate that the objective was attained?

When the child can find all the words beginning with B in the story for two consecutive days.

Total Days Participation ____________ out of a possible ____________

Criterion Attained: Yes ________ No ________ Date ____________

Teacher: ____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ to ______________

Student Name ______________________________ **Age** ______________
Last **First** **or**
Grade 1-6, k-3

Content Area Reading **Skills List No.** 06005 or 56001

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To improve ability to follow simple oral one-step directions.

Activities: **What will be done, when, how much (time), by whom?**

1. Using a game approach, have students perform actions such as jump (run, hop, walk, march) to (around, through) the door (bookcase, chalkboard, table, chair, etc).

2. Play "Mystery Message." Write a series of simple directions on slips of paper. (Ex: stand on one foot; touch your toes; clap your hands.) Tell one child what the "mystery message" is, have him perform the action, have others guess what the message was.

3. Adapt any old workbook/phonic page with pictures to a following directions activity: Mark the ______ with a ______. Circle the ______. Draw a rectangle around the ________. Or use Frank Schaffer's Listening Skills Dittos, Level A. (Twenty excellent pages for following directions.)

Sources: 1. GOAL Kit (Game Oriented Activities for Learning-Language Development). Milton Bradley. Excellent Activities, especially in Auditory Reception.
2. Frank Schaffer, Duplicating Masters, Listening Skills, Level A.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

1. Given oral action commands, the student will do the correct action with 100% accuracy.
2. Given a page of pictures, the student will follow directions for marking with 90% accuracy.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** ______________ **No** ______________ **Date** ______________

Teacher: ____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________ (**Last** / **First**) **Age or Grade** K-1

Content Area Reading **Skills List No.** 06005

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach skill in following oral directions.

Activities: What will be done, when, how much (time), by whom?

Materials: paper, scissors, colors.

Proceed:
1. Draw a green tree. Put (5) apples on it.
2. Fold a paper in half. Then throw it away.
3. Make a boat (child's boat). Put water around it.
4. Make the sky; put things in the sky, etc.

Give directions only once. Students learn to listen.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Objective is attained when students follow directions with 100% accuracy.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: Yes ______________ **No** ______________ **Date** ______________

Teacher: ______________ (**Signature** / **Title**)

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______ **District:** ______ **Area** ______

For Dates ______ **to** ______

Student Name ______ (**Last** / **First**) **Age or Grade** K-3

Content Area Reading **Skills List No.** 06005, 56002

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To develop skill in following three-step directions.

Activities: **What will be done, when, how much (time), by whom?**

Materials: 3 objects for each child: a small block, a book, and a box large enough to hold the block.

Proceed: Place a small block on a table in front of each child. Arrange the books and the boxes in random order on your own desk or table. Say: We're going to play a game. I'm going to ask you to do three things. Listen to what I say. Stand in back of your chair, hop on one foot, then hop on both feet together. Continue with 3-step directions, using the objects.

If some of the children do not follow the direction, repeat it, and either perform the actions yourself or have a child demonstrate the action.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

When students can follow three-step directions with 100% accuracy, objective has been attained.

Total Days Participation ______ **out of a possible** ______

Criterion Attained: Yes ______ **No** ______ **Date** ______

Teacher: ______ (**Signature** / **Title**)

Form CF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: **District:** **Area**

For Dates **to**

Student Name (Last, First) **Age** or **Grade** K-3

Content Area Reading **Skills List No.** 06005, 56002

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To develop skill in following three-step directions.

Activities: **What will be done, when, how much (time), by whom?**

Materials: a piece of chalk and a chalkboard eraser for each child.

Proceed: Say: We're going to play a game. I'm going to ask you to do three things. Listen to what I say. Stand up, skip to the blackboard, then pick up a piece of chalk. If some of the children do not follow the directions correctly, repeat it and perform the actions yourself. Then repeat the directions again for the children.

1) Make a mark on the board, put the chalk down, then say, "I made it."

2) Pick up the chalk again, make a different mark above your first mark, then put the chalk down again.

3) Pick up the eraser, erase the marks, then say, "I'm finished." Continue on with as many examples as time allows.

4) Put the eraser down, hop to your chair, then sit down.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Objective is attained when students respond with 85% accuracy in following three-step directions.

Total Days Participation **out of a possible**

Criterion Attained: **Yes** **No** **Date**

Teacher: (Signature, Title)

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________ **District:** ____________ **Area** ________

For Dates ________ **to** ________

Student Name ______________________ (**Last** / **First**) **Age or Grade** K-1

Content Area Reading **Skills List No.** 06006

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To develop skill in auditory recognition of rhyming words.

Activities: **What will be done, when, how much (time), by whom?**

Materials: a nursery rhyme book.

Proceed: Every day's program should include some poetry or jingles. Read the poem aloud and ask children to repeat the words that sound alike. Ask children to name other words that sound like the words in the poem. Play "I'm Thinking." I'm thinking of something that rhymes with red - it is a ________.

2. Make rhyme words. Children love the sound of rhyming nonsense words and like to create them. Make rhyming words out of your name, your friend's name, etc.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Objective is attained when students, with 100% accuracy, identify words that sound alike, and can add rhyming words to a given word, even if it is a nonsense word.

Total Days Participation ________ **out of a possible** ________

Criterion Attained: Yes ________ **No** ________ **Date** ________

Teacher: ______________________ (**Signature** / **Title**)

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ District: ______________ Area: ______________

For Dates ______________ to ______________

Student Name: ______________ Age or Grade ______________
Last First

Content Area: Reading (Readiness) Skills List Ref. No. 06006

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the child to reproduce rhyming words.

Activities:

Read the child a story. Then, go back over the story, choosing words that are easy to rhyme. Give the child examples and rhyming words and ask him/her to join the game. The child may make up nonsense words as long as they rhyme.

Criterion; What specific evidence will we accept to indicate that the objective was attained?

The child will be able to provide a rhyming word for 75% of the words provided by, the teacher.

Total Days Participation ______________ out of a possible ______________

Criterion Attained: Yes ______________ No ______________ Date ______________

Teacher: ______________
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________ District: ____________ Area: ____________

For Dates ________ to ________

Student Name: ______________________ Age or Grade ________
Last First

Content Area: Reading (Readiness) Skills List Ref. No. 06006

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the child to say rhyming words.

Activities:

Read the child a story and ask him/her for his/her favorite word on each page. When you are done with the story, re-open the book, page by page, repeating the child's favorite word. Ask the child to say the work and say any words that sound the same.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

When the child can say five sets of words that rhyme through the whole book for three days in a row.

Total **Days Participation** ____________ out of a possible ____________

Criterion Attained: Yes ________ No ________ Date ____________

Teacher: ______________________________________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ District: ______________ Area: ______________

For Dates __________ to __________

Student Name: ______________________ (Last) (First)

Age or Grade ______________

Content Area: Reading (Readiness)

Skills List Ref. No. 060, 520

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To strengthen the child's sequencing skills.

Activities:

The teacher will read a simple story to the child then ask the child to "tell me the story." "What happened first, what happened next."

Criterion: What specific evidence will we accept to indicate that the objective was attained?

When the child can tell what happened at the beginning, middle and end of the story in the right order on three occasions.

Total Days Participation __________ out of a possible __________

Criterion Attained: Yes ________ No ________ Date ____________

Teacher: ______________________________ (Signature) (Title)

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______ District: ______ Area ______

For Dates ______ to ______

Student Name ______ Last First Age ______ or Grade K-2

Content Area Reading Skills List No. 08001

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To develop skill in spatial relationship, right and left.

Activities: What will be done, when, how much (time), by whom?

Invite the children to be robots among dancing snowflakes. Challenge them to perform these and other movements as robots might in a snow storm: bend left, bend right, turn left, turn right, nod your head, raise your right arm, turn around to the left, etc.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

When children respond to correct direction with 100% accuracy, the objective has been attained.

Total Days Participation ______ out of a possible ______

Criterion Attained: Yes ______ No ______ Date ______

Teacher: ______ Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________ District: ____________ Area: ____________

For Dates ________ to ________

Student Name: ____________ ____________ Age or Grade ____________
Last First

Content Area: Reading (Readiness) Skills List Ref. No. 08001

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the child the concept of up and down.

Activities:

Have the child move things on a shelf up and down. Also, have the child move his/her hands or body up and down on command from the teacher.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to put things up and down and use the right words for this for three days in a row.

Total Days Participation ________ out of a possible ________

Criterion Attained: Yes ________ No ________ Date ________

Teacher: ____________ ____________
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ District: ________________ Area: ____________

For Dates __________ to __________

Student Name: ______________________________________
Last First

Age ____________
or
Grade ____________

Content Area: Reading (Readiness) Skills List Ref. No. 08002

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the child to use his/her hands so that he/she can hold a pencil, carry a dish of water, and hold scissors.

Activities:

For a short period of time daily, do finger playing games with the child. Encourage the child to more one finger at a time, ask him/her to carry a dish of water and to cut shapes with scissors.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

When the child can carry a dish of water for 10 feet without spilling and when the child can hold the scissors properly according to teacher judgment.

Total Days Participation ______________ out of a possible ______________

Criterion Attained: Yes __________ No __________ Date ________________

Teacher: ____
Signature Title

Form OP 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________ District: ____________ Area: ____________

For Dates ________ to ________

Student Name: ______________________ Last First

Age or Grade ________

Content Area: Reading (Readiness) Skills List Ref. No. 08003, 060

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To name the parts of the body: head, ears, nose, eyes, neck, waist, leg, knee, ankle, feet, arms, elbows, wrist, fingers and thumbs.

Activities:

The teacher plays a "simon says" game with the child. For example, the teacher says: "Simon says, touch your wrist", and then touches his/her wrist. The child does the same thing. If the child is confused, move his/her hands to the right body part and repeat. Do this with all body parts.

This activity is meant to be a game. To change the game, use the names of children in the group and let the children take turns being the leader.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Child names the body parts listed above with 80% accuracy for three days in a row.

Total Days Participation ________ out of a possible ________

Criterion Attained: Yes ________ No ________ Date ________

Teacher: ______________________ Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ District: ______________ Area: ______________

For Dates __________ to __________

Student Name: ______________________ Age __________
Last First or
Grade __________

Content Area: Reading (Readiness) Skills List Ref. No. 08003

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the child to name body parts: head, nose, eyes, mouth, neck, chest, arms, elbows, hands, waist, legs, knees, ankles and feet.

Activities:

Make a life-size drawing of the child's body. Ask him to lay down on a large piece of paper and draw around him/herself. Show him/her the drawing. Have the child draw in details and name the parts as he colors them. Label the parts with a marking pen.

Criterion; What specific evidence will we accept to indicate that the objective was attained?

When the child can name the above body parts on his/her drawing with 90% accuracy for three days in a row.

Total Days Participation __________ out of a possible __________

Criterion Attained: Yes __________ No __________ Date __________

Teacher: ______________________________
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ District: ________________ Area: ____________

For Dates __________ to __________

Student Name: ______________________________ Age __________
Last First or
Grade __________

Content Area: Reading (Readiness) Skills List Ref. No. 10001

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the child the letters of the alphabet in order.

Activities:

Using a group of cards with alphabet letters on them arrange the letters in order with the child. Start with A through M and then go on to N through Z. Be sure that the child can name the letters. The "Alphabet Song" is helpful to children in learning the order of the letters. It just has to be memorized.

Criterion; What specific evidence will we accept to indicate that the objective was attained?

When the child can name each letter of the alphabet in order without looking for two days in a row.

Total Days Participation ____________ out of a possible ____________

Criterion Attained: Yes __________ No __________ Date ________________

Teacher: ____
Signature Title

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Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________ District: ____________ Area: ____________

For Dates ________ to ________

Student Name: ____________ Last ____________ First

Age or Grade ____________

Content Area: Reading (Readiness)

Skills List Ref. No. 10002

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To be able to find the missing letters in an alphabet.

Activities:

The teacher arranges alphabet cards in the right order. The student names each letter from A to Z. Have the student close his/her eyes while the teacher takes away some of the letters. Then ask the child "can you tell me which ones are missing?"

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to identify the missing letters from the alphabet.

Total Days Participation ____________ out of a possible ____________

Criterion Attained: Yes ________ No ________ Date ____________

Teacher: ________________________
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ District: ______________ Area ______________

For Dates ______________ to ______________

Student Name ______________ Age ______

Last First or

Grade 1-3

Content Area Reading - Context Skills List No. 12001, 12003

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To develop skill in making word - picture associations.

Activities: What will be done, when, how much (time), by whom?

Cut out 16 right footprints. Reverse one to trace 16 left footprints. Draw or affix pictures of the following items on the left footprint, one to a print; write the name for each item on a right footprint: book, top, saw, bat, sun, dog, fish, wagon, table, cat, pie, bell, cake, cow, moon, pig. Students match a word footprint to the picture footprint.

Can also be used to teach right and left.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Objective is attained when student can match 90% of the right and left footprints.

Total Days Participation ______________ out of a possible ______________

Criterion Attained: Yes ______ No ______ Date ______

Teacher: ______________

Signature Title

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Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________ **Last** ______________ **First** ______________ **Age** ______________ **or Grade** K-1

Content Area Reading **Skills List No.** 120

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To give pupils the new experience of thinking of more than one picture word that would make sense in a given sentence.

Activities: What will be done, when, how much (time), by whom?

Materials: a box of assorted pictures.

Proceed: Display pictures. In this oral exercise you read aloud or say one or more sentences omitting the last word. Pupils will supply two or more pictures to complete the given sentence.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

When students, with 85% accuracy, quickly and spontaneously identify one or more pictures to complete a given sentence, you have reached your goal.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: Yes ______________ No ______________ Date ______________

Teacher: ______________ **Signature** ______________ **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ **District:** ______________________ **Area** ____________

For Dates ______________ to ______________

Student Name ____ **Age** ____________
Last **First** **or**
Grade K-1

Content Area Reading **Skills List No.** 120

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To give pupils the experience of thinking of more than one word that would make sense in a given sentence.

Activities: What will be done, when, how much (time), by whom?

Materials: incomplete sentences made up by the teacher.

Proceed: Read aloud or say one or more sentences, omitting the last word. By thinking of the meaning of what you read or said, encourage the students to supply two or more words which would make sense. For example:

a) I went wading in the __________________.
b) Something we sit on is ________________.
c) There are wheels on __________________.
c) Dogs are ______________________________.

Accept any word a pupil supplies that makes sense.

The essential goal in this oral exercise is not to supply many words or to build vocabulary, but to teach the child that usually one or another of two or more words will make sense in a given text.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

When students can quickly and spontaneously think of more than one word to complete a given sentence your goal has been accomplished.

Total Days Participation ______________ **out of a possible** ____________________

Criterion Attained: **Yes** ____________ **No** ______________ **Date** ______________

Teacher: ____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ to ______________

Student Name ______________________________ **Age** ______________
Last First **or**
Grade K-1

Content Area Reading **Skills List No.** 12002

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To teach the pupil the use of context together with the sounds of the letters D, G, F, and M.

Activities: **What will be done, when, how much (time), by whom?**

Materials: pictures and key cards of D, G, F, and M.

Proceed: You will read aloud the context and show the pupils the beginning letter of a word missing from the context.
Say: I'm going to say something for you to listen to. I'll stop just before the end. I'll hold up a letter. You tell me what word I have left out at the end. You must use a word that makes sense and begins with the sound of the letter I hold up.
For example: You wear them in winter (m) __________.
A clown is (f) ____________.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

When students can supply the missing word with the correct letter-sound association with 85% accuracy, the objective is attained.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** ______________ **No** ______________ **Date** ______________

Teacher: ______________________________ ______________________________
Signature **Title**

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Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________ **Age or Grade** K-3
Last **First**

Content Area Oral Context **Skills List No.** 12004

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To develop skill in using oral context. To develop skill in choosing an object whose name would finish a sentence.

Activities: **What will be done, when, how much (time), by whom?**

Materials: a tube of toothpaste, a bar of soap, sunglasses, a paper bag, a paper cup, a pencil, a book, tape, thread, chalk, a crayon, a pair of mittens.

Proceed: Today we are going to play a game. I am going to put two things in front of you and ask you to name them. (Place toothpaste and the soap on a table in front of the children.) Say: Who will name these things? After the objects have been named, say: I will read something to you and stop just before the end. You finish what I have read by choosing and naming the thing in front of you that would make sense.
For example: When your hands are dirty, you should wash them with plenty of ______________. (soap)

Discuss why the word "soap" made sense. Continue the activity, following the procedure outlined.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Objective is attained when children have finished the statements with 90% accuracy.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** ______________ **No** ______________ **Date** ______________

Teacher: ______________
Signature **Title**

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Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ to ______________

Student Name ______________ **Age** ______________
Last First **or**
Grade K-1

Content Area Reading **Skills List No.** 140

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Pupils will link the forms of the consonant letters M - D - F - G with the sounds those letters represent.

Activities: What will be done, when, how much (time), by whom?

Materials: Key pictures (a key picture would be any picture representing the letters M, D, F, and G).
Duplicate letter cards

Proceed: Draw your key picture so that the letter to be associated with it is a part of the picture. The name of the picture begins with the sound the letter stands for. Give several pupils the same letter card.
1) Have students find an object in the room that begins with the same letter card they hold.
2. Have students match letter sounds with names, pictures, fruits, cars, etc.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Objective is attained when students can, with 85% accuracy, match letter with sound in words or pictures.

Total Days Participation ______________ out of a possible ______________

Criterion Attained: Yes ______________ No ______________ Date ______________

Teacher: ______________
Signature Title

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Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________ District: ____________ Area: ____________

For Dates ________ to ________

Age ____________

Student Name: ______________________ or

Last First

Grade ____________

Content Area: Reading Skills List Ref. No. 140

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To improve the discrimination/identification of the consonant sound __ __.

Activities:

1. Listen to likenesses in words beginning with the consonant sound __. Show pictures beginning with the consonant sound__, and have the child name the pictures and hear the similarities. Ask the child to name words with that sound. Write words with the sound on the board.
2. Use Ideal Consonant Cards or other teacher-devised picture cards and sort all pictures beginning with the consonant sound __ from those with other beginning sounds.
3. Cut out pictures beginning with the consonant sound __ and paste on a sheet with the corresponding letter symbol.
    1. Lyons-Carnahan (Rand McNally), New Phonice We Use, Book A.
    2. Lyons-Carnahan, Phonice We Use Game Kit, (Old Witch, Spin-a-Sound).
    3. Distar Reading I.
    4. SRA Reading Laboratory Games, #1-4.
    5. Frank Schaffer, Beginning Consonant Games.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a worksheet with pictures, the child will identify those beginning with the consonant sound __ with 100% accuracy, orally or in writing.

Total Days Participation ____________ out of a possible ____________

Criterion Attained: Yes ________ No ________ Date ____________

Teacher: ______________________________________

Signature Title

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Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________ **District:** ____________ **Area** ____________

For Dates ____________ **to** ____________

Student Name ____________ **Age** ____________
Last **First** **or**
Grade K-1

Content Area Reading **Skills List No.** 140

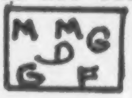
Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To develop skill in discriminating beginning sounds of f, d, m, and g.

Activities: **What will be done, when, how much (time), by whom?**

Materials: a) letters on charts - the sound you are teaching predominates.

b) letter cards in duplicate.
c) a tray full of pictures.



Proceed: animals make sounds and have names. For example: a cow says moo and is called a cow, etc. Letters have names and make sounds. I have this letter, it says m-m-m. What does it say? Can you find something in the room that begins with m-m-m (sound)? Do you have something on that begins with M (sound)? Next show pictures. Have students find pictures. Say a list of words; students clap when m-sound is heard.

Ex. If your name starts like Mary, jump up.
If your name starts like David, clap your hands.
If your name starts like got, bow your head.
If your name starts like fish, wave your arms.

Note: You are teaching sounds, not letter recognition. If students give incorrect answer, proceed to sound comparison. Does fish sound like moon, etc.?

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Criteria has been attained when students respond correctly 70% of the time.

Total Days Participation ____________ **out of a possible** ____________

Criterion Attained: **Yes** ____________ **No** ____________ **Date** ____________

Teacher: ____________
Signature **Title**

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Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ District: ______________ Area: ______________

For Dates __________ to __________

Student Name: ______________________________ Age or Grade __________

Last First

Content Area: Reading Skills List Ref. No. 160

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Improve discrimination of final consonant sounds.

Activities:

1. Divide children into small groups. Give each small group or individual a card with a final consonant sound. Pronounce a word. If the word ends with the sound their letter stands for, the group (or individual) is to stand up quickly and name the letter, just like a jack-in-the-box pops up.
2. For individual or small group: On the chalkboard, draw a thermometer, with final consonant letters on lines going up it. Starting at the bottom, have a child name a word with that final consonant sound. If he is correct, the therometer is shaded to the level and he continues. If he cannot name the word, another child will help him until the temperature is raised to the top.
3. Sort pictures by the final consonant sound. Practice writing that sound on paper or on the chalkboard.

Sources:

1. New Phonics We Use, Book B., pp. 9-14. Lyons-Carnahan (Rand McNally).
2. Phonics We Use Learning Games Kit, "Bingo-Bang." Lyons-Carnahan, (Rand McNally).
3. Final Consonant Games; Frank Schaffer.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given orally a list of words, the student will discriminate the final consonant sound and write the corresponding symbol with 90% accuracy.

Suggested words: chop, hat, tack, call, head, fun, motor, dim, toss, dog, leaf, fox, web, stove, jazz.

Optional--more advanced: ice (c-soft), cage (g-soft), magic (c-hard).

Total Days Participation __________ out of a possible __________

Criterion Attained: Yes __________ No __________ Date __________

Teacher: ______________________________

Signature Title

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Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________ **District:** ____________ **Area** ____________

For Dates ____________ **to** ____________

Student Name ____________________________ **Age** ____________
Last **First** **or**
Grade 3-6

Content Area Reading **Skills List No.** None

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

Students will identify initial, middle, and final consonants to make new words.

Activities: **What will be done, when, how much (time), by whom?**

On the chalkboard write the word "cook." Below the word, list these phrases: (1) something to read, (2) something to wear on your foot, (3) something to ride on, (4) to hit hard, (5) something fire makes, and (6) a part of a chair. Have the children copy the activity. They read the word "cook" and then the first phrase. They decide which letter to change in "cook" to spell the answer to the phrase. Have the children write the answer beside the phrase. In like manner, they change a letter in the answer to each preceding phrase to solve the next phrase.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Objective is attained when students complete the assignment with 85% accuracy.

Total Days Participation ____________ **out of a possible** ____________

Criterion Attained: **Yes** ____________ **No** ____________ **Date** ____________

Teacher: ____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________ District: ____________ Area: ____________

For Dates ________ to ________

Student Name: ____________________ (Last) (First)

Age or Grade ____________

Content Area: Reading

Skills List Ref. No. 180

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To improve the discrimination of digraph sounds (th, sh, ch, wh) in the initial position.

Activities:

1. Teach each sound by listening to likenesses in words beginning with the same digraph sound. Have student name other words with that same sound. Write the two letters that make that sound.
2. Make a digraph booklet, with one or more pages for each sound. Have students cut out and past pictures for each digraph sound. Print the word under the picture and underline the digraph sound.
3. Sort Ideal Consonant digraph cards (or other teacher-chosen pictures) into piles for each digraph sound.
4. Practice writing consonant digraphs when dictated a word or shown a picture.
5. Or: Use commercially-prepared materials as listed under sources.

Sources:

1. New Phonics We Use, Book B., pp. 30-34, 36. Book C., pp. 16-19, Lyons-Carnahan (Rand McNally).
2. Phonic Workbook B., pp. 163-166. Modern Curriculum Press.
3. Check A Ship, Digraph Center; Step-A-Head Company, Eugene, Oregon.
4. New Lyons-Carnahan, Phonics We Use Game Kit, Digraph Whirl.
5. Diagraph Games, Frank Schaffer.
6. SRA Reading Laboratory Game, #8.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given orally a list of words with consonant digraphs, the student will write the digraph with 90% accuracy.

Use Britton Phonic Inventory, List C, #1-9, or these words: chatter, sheet, whine, that, sheen, charge, wheat, cheap, thin, whisper.

Total Days Participation ____________ out of a possible ____________

Criterion Attained: Yes ________ No ________ Date ____________

Teacher: ____________________ (Signature) (Title)

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Individual Student Short Term Plan/Record
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School: ____________ District: ____________ Area: ____________

For Dates ________ to ________

Student Name: ______________________ Age ________
Last First or
Grade ________

Content Area: Reading Skills List Ref. No. 180

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To improve the decoding of words with digraphs (th, sh, ch, wh) in the initial position.

Activities:

1. Using a newspaper, magazine, ditto master (a children's magazine or paper is especially suitable), have children circle all the words containing the digraph _____. Make a list of these. Practice decoding them.
2. Using a teacher-compiled list of words with digraphs and a stop watch, have children read the list. Note time elapsed. Repeat several times, seeking to improve time. Keep a record or make a graph.
3. Use commercial materials suggested in Sources.

Sources:

1. Ship Ahoy Game, Step-A-Head Company, Eugene, Oregon.
2. Check-A-Ship Center (Digraphs). Step-A-Head Company, Eugene, Oregon.
3. Phonics We Use Learning Games Kit. Lyons-Carnahan, Rand McNally.
4. New Phonics We Use Book B., pp. 30-36, Book C., pp. 16-19. Lyons Carnahan, Rand McNally

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a list of words with initial consonant digraphs, the student will read the words with 90% accuracy.

Test words: chin, cheek, chest, chill, chain, shop, shave, sheet, shift, thin, thick, them, those, that, when, whale, wheel, white, phone.

Total Days Participation ________ out of a possible ________

Criterion Attained: Yes ________ No ________ Date ________

Teacher: ______________________ ______________
Signature Title

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Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______ **District:** ______ **Area** ______

For Dates ______ to ______

Student Name ______ Last First **Age** ______ or **Grade** 1-6

Content Area Reading **Skills List No.** 18007

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To improve the ability to recognize and decode words with the digraph ph.

Activities: What will be done, when, how much (time), by whom?

1. Write a list of words with ph on chalkboard: phone, elephant, gopher, Phil, phonics, photo, photograph, alphabet, dolphin, graph, Joseph. Circle ph. Decode words, discuss meanings. Compare sounds and visual appearance.
2. Make a game in the shape of PH or other form, writing a ph word in each spot. Use the above words plus aphid, amphibian, autograph, cipher, nephew, phrase, Phyllis, Ralph, telegraph, orphan, paragraph, phantom, pharaoh, pharmacy, pheasant, phonograph. Add some "Phooey" spaces, some "go back to ________" spaces or "Go back 5 spaces."
3. Choose five or more ph words each day. Student will circle ph, decode words, and write a sentence for each.
4. Make up additional games with ph words - concentration, etc.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a typed list of ph words, the student will circle the ph with 100% accuracy and decode the words with 80% accuracy or better.

Total Days Participation ______ out of a possible ______

Criterion Attained: Yes ______ No ______ Date ______

Teacher: ______
Signature Title

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Individual Student Short Term Plan/Record
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School: ______________ **District:** ______________ **Area** __________

For Dates __________ to __________

Student Name ______________________________ **Age or Grade** 1-6
Last First

Content Area Reading **Skills List No.** 18008

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To improve ability to recognize and decode words with the digraph wr.

Activities: **What will be done, when, how much (time), by whom?**

1. Begin with known words write and wrap on chalkboard. How are these words alike? What do you hear when you say these words? What letter don't you hear? Compare to additional wr words: wreath, wreck, wriggle, wring, wrist, wrong, wrung. Discuss meanings. Circle wr in each word. Orally use in sentences.

2. Play Concentration with wr words. Make two of each of the above words, or use some of these: wrangle, wren, wrench, wrinkle, wrote.

3. Make a game using an open-ended gameboard, possibly showing two cars heading for a "WRECK". Use all the above words.

4. Have student draw a wreath. Fill it with wr words.

5. Write sentences for 5 wr words each day until all have been used.

6. Sources: Modern Curriculum Press, Phonics Workbook B, pp. 171-174.
Modern Curriculum Press, Phonics is Fun, Bk. 2, pp. 143-144.
Lyons-Carnahan, New Phonics We Use, Book C, pp. 23-24.
Rand-McNally, Discovering Phonics We Use, pp. 27-28.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Given a typed list of wr words, the student will circle the wr with 100% accuracy and decode the words with 80% accuracy.

Total Days Participation __________ **out of a possible** __________

Criterion Attained: Yes __________ **No** __________ **Date** __________

Teacher: ______________________________
Signature Title

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Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________ **District:** ____________ **Area** ____________

For Dates ____________ **to** ____________

Student Name ____________ (**Last**) ____________ (**First**) **Age or Grade** 1-6

Content Area Reading **Skills List No.** 18011

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To improve the decoding of words with the digraph kn.

Activities: **What will be done, when, how much (time), by whom?**

1. On chalkboard (or paper with one child) write: know, knew, knife. Compare visually. What letters are the same? Compare auditorily. How do they sound alike? What letter don't you hear? What sound do you hear? What 2 letters make that sound? Add other words: knack, knelt, knit, knob, knock, knot. Compare sound and discuss meanings. Use in oral sentences.

2. Play "Knock,Knock." Make a gameboard with a large door with a knocker, surrounded by spaces. a) Play auditorily by saying two words. If both have kn ("n") sound player advances. Play with word cards one of two ways. b) Write each word used for chalkboard on a card. Also use these words: knave, knead, knee, knight, knuckle. Assign numbers 1, 2, or 3 to each word card. Child reads word, moves number of spaces assigned. Put in Knock, Knock cards to move ahead or backwards (Ex: "knock, Knock. No one is home. Move back three spaces." or "Knock, Knock. You are on time. Move ahead two spaces.") c) Write 2 words on each card; 1/2 of cards have one kn word and another that doesn't have kn; 1/2 of cards have 2 kn words. Move one space for one kn word, 2 spaces for 2 kn words.

3. Draw a knife. Fill it with at least 6 other kn words. (Or cut a pie with your knife into 6 parts. Write a kn word in each part.

4. Use all of the words (used in the chalkboard and game activities) in written sentences, 5 daily. Circle kn for emphasis.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Given a typed list of words with the digraph kn, the student will circle the kn with 100% accuracy and decode the words with 80% accuracy or better.

Total Days Participation ____________ **out of a possible** ____________

Criterion Attained: **Yes** ____________ **No** ____________ **Date** ____________

Teacher: ____________ (**Signature**) ____________ (**Title**)

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Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ **District:** ______________________ **Area** ______________

For Dates ______________ to ______________

Student Name ____ **Age** ______________
Last **First** **or**
Grade 1-6

Content Area Reading **Skills List No.** 18010

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To improve the decoding of words with the consonant combination or digraph gh when silent and when sounded as f.

Activities: **What will be done, when, how much (time), by whom?**

1. Teach the student that the letters gh in a word are either silent or make the f sound. Begin with the gh as a F sound. Write these words on the chalkboard: cough, rough, laugh. Have students circle the gh. What sound do you hear at the end of these words? Add other words: enough, tough, laughter, laughing, coughing, slough, trough. Use these words in sentences, as well as circling gh.

2. Write high, sigh, night on the chalkboard. What sound does the gh make in these words? (No sound). Add additional words: light, sight, might, right, straight, fright, frighten, bright, brighten, knight, insight, slight, tight, flight, freight, thigh.

3. Write all the above words on cards. Give each student a blank card and one with the letter f on it. Draw a word, show it to the students, have each hold up the card with the corresponding sound (f or silent) for gh.

4. Make up word games using the above words.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will read the list of gh words with 80% accuracy or better.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** ______________ **No** ______________ **Date** ______________

Teacher: ____
Signature **Title**

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Individual Student Short Term Plan/Record
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School: ______ **District:** ______ **Area** ______

For Dates ______ to ______

Student Name ______ Last ______ First ______ **Age** ______ or **Grade** 1-6

Content Area Reading **Skills List No.** 18006

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To improve the decoding of words with the final digraph ng.

Activities: **What will be done, when, how much (time), by whom?**

1. Write the words sang, king, long, and stung on the chalkboard. How are all these words alike? Circle the ng in each word. List other words with the same ending. See how many the students can list.

2. Make word families using initial consonant substitution. Do 1 or 2 families daily. Review and practice frequently.

ang - bang, clang, f, g, h, l, p, r, s, sl, st, spr, sw, t, y, tw.
ing - bing, bring, cl, d, fl, j, k, l, m, p, r, s, sl, st, spr, str, sw, t, w, z.
ong - gong, b, c, d, F, p, H, l, str, t, s.
ung - clung, hung, l, r, sl, s, st, str, spr, sw.

3. Have students draw a picture of King Kong. Write as many words as you can around him. If desired, impose a time limit for writing words, and do several days. Compare how many were written.

4. Discuss the ending ing and how many action words have this ng sound as a result. Make a list: running, skating, walking, etc. Circle the ng in each.

5. Make up word games using the ng words taught in previous activities.

6. Make up work sheets or find commercial materials which practice the final digraph ng.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will read the list of ng words with 90% accuracy or better.

Total Days Participation ______ **out of a possible** ______

Criterion Attained: **Yes** ______ **No** ______ **Date** ______

Teacher: ______ **Signature** ______ **Title**

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Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________ District: ____________ Area: ____________

For Dates ________ to ________

Student Name: ____________ Last ____________ First

Age or Grade ________

Content Area: Reading

Skills List Ref. No. 200

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To improve the discrimination of consonant blend sounds.

Activities:

1. Play "Pass the Ball". On the chalkboard, print 3 blends (more as children increase their discrimination). Have children sit in two rows, passing the ball back and forth between lines. Pronounce a word beginning with one of the blends on the board. The child with the ball when the word is pronounced goes to the chalkboard and points to the blend. If correct, he returns to place and game continues.
2. Play tic-tac-blend. Prepare ditto sheets. Have children number boxes from 1 to 9 in any order. Pronounce a blend word for number 1. Have the child write the blend in box 1. Keep a list of words. When a child has three of the same blend in a row he stands up and is checked. Play each game with two blends.

Sources:

1. New Phonics, We Use, Book B., pp.43-54. Book C., pp.25-30. Lyons-Carnahan, Rand McNally.
2. Phonics Workbook B., pp.70-83. Modern Curriculum Press.
3. Consonant Blends Games. Frank Schaffer.
4. Sound Hunt, Game. Creative Teaching Press.
5. Phonics We Use Game Kit: Blends Race; Lyons-Carnahan, Rand McNally.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given orally a list of words with initial consonant blends, the student will write the two and three letter blends with 90% accuracy.

Total Days Participation ________ out of a possible ________

Criterion Attained: Yes ________ No ________ Date ________

Teacher: ____________ Signature ____________ Title

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Individual Student Short Term Plan/Record
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School: ______________________ **District:** ______________________ **Area** ____________

For Dates ______________ **to** ________________

Student Name ____ **Age** __________
Last **First** **or**
Grade 1-6

Content Area Reading **Skills List No.** 200

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To improve the discrimination of the r-blend sounds (br, dr, cr, fr, gr, pr, tr).

Activities: **What will be done, when, how much (time), by whom?**

1. Introduce the idea that blends are combinations of two or three consonants which are blended together into one sound. Start with a known word, such as ride, and show how it is changed by adding a consonant to make a blend word: bride. Add two other b words: brick, brave. How are these words alike? Ask for other words that begin with this sound. Circle the br. Repeat (if necessary over two or three days) with other r-blends:

cr - rib, crib; crack, crust.
dr - rag, drag; drink, drip.
fr - risk, frisk; free, frown.
gr - ray gray; growl, grade.
pr - ride, pride; present, praise
tr - rain, train; tree, try.

2. Dictate r-blend words and have students write the blend on paper or the chalkboard: crab, pretzel, dreary, graph, break, frozen, travel, grease, drive, frost, private, trade, crowd, bright.

3. Divide a page into seven columns. One for each r-blend. Using reading material find and list as many words as possible with that blend. Circle the blend. In a group, review the words and use in sentences.

4. Play games using r-blend words.

5. Select Workpages from other sources available to you.

Sources: Mod. Curr. Press, Phonics Workbook B, pp. 70-71, 74-75.
Mod. Curr. Press, Primary Readers, Set 3: Brag, Brag, Brag Here Comes the Bride.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Given a list of words and pictures whose names contain r-blends, the student will write the r-blend with 90% accuracy.

Total Days Participation ____________ **out of a possible** ________________

Criterion Attained: **Yes** ____________ **No** ____________ **Date** ____________

Teacher: ____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ **District:** ______________________ **Area** __________

For Dates ______________ to ______________

Student Name ____ **Age or Grade** 1-6
Last First

Content Area Reading **Skills List No.** 200

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To improve the discrimination of the l-blend sounds (bl, cl, fl, gl, pl, sl).

Activities: What will be done, when, how much (time), by whom?

1. Say the words block, blame, black. How are these words alike? Write words on chalkboard. Have children circle the bl blend. Discuss how two consonants together are blended into one sound. Have children give other examples of bl words.
Repeat procedure on following days for the other l-blends:
cl - clap, clog, clam.
fl - flag, flash, flare.
gl - glass, glue, gleam.
pl - plot, plan, place.
sl - slid, slash, sleep.

2. Prepare a gameboard with the l-blends placed in random order. Using dice or a spinner, move to a blend, say a word beginning with that blend.

3. Dictate words with l-blends to students and have them write the blend on the chalkboard: blizzard, clench, flock, glacier, plant, slave, slouch, platinum, glimpse, fleece, climate, blood, flannel, sloppy, bleacher, flatten, classify, plenty, blackberry, clinic, glitter, glance, slender, glide, pliers, flower, cloud, blimp, plywood.

4. Using available reading material, list words beginning with l-blends in columns. These may be used in sentences or used to make up games.

5. Select workbook or ditto pages from sources available.

Sources: Mod. Curr. Press. Phonics WB, Level B, pp. 72-75.
Mod. Curr. Press, Primary Readers: Glen Wit, Glub, Glub.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a set of pictures whose names begin with l-blends, the student will write the l-blend with 90% accuracy. Or, the student will write the l-blend with 80% accuracy, when words beginning with the l-blends are dictated to him.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: Yes ____________ **No** ____________ **Date** ____________

Teacher: ____
Signature Title

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Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________________________ **Age** ______________
Last **First** **or**
Grade 1-6

Content Area Reading **Skills List No.** 200

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To improve the identification of the s-blend sounds (sc, sk, sl, sm, sn, sp, st, scr, spl, spr, str, sw).

Activities: **What will be done, when, how much (time), by whom?**

1. Say the words scalp, scale, scotch. How do these words sound alike? Write words on chalkboard. Children can circle the sc blend. Read sentences with sc words, such as "Tell the cat to scat." Have children identify sc words. Write words on board. Say the sentence. "The car skidded on the ice." and write on the chalkboard. What word sounds like scat at the beginning? How is it different? Point out two spellings (sc, sk) for one sound. List other sk words, such as skate, skin, skillet. Introduce the scr blend the same way - screen, scribble, scroll.

2. Introduce sl, sm, sn, sw by saying and writing three or more words and comparing sounds and spellings.
sl - sled, sleeve, slender
sm - smack, smart, smuggle. Add other words to lists.
sn - snap, sneeze, snore.
sw - swim, swiss, sweater.
Do some auditory discriminations: Say three words, slide, small, slogan. Which two begin the same? Which one is different? Write the blends. Do with other groups of words, such as snowman, sneaky, small; Smith, smile, sliver; snail, slick, snug; sweat, slip, sweet.

3. Introduce sp, st, spr, str, spl in the same fashion:
sp - spell, spank, spout; st - stack, stilt, stain; spr - spray, spring, spread; str - stray, straw, strike; spl - splint, splendid, splash. Do auditory discriminations, as above.

4. Make lists of words with s blends, using reading material.

(continued on next page)

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

(See page 2)

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** ______________ **No** ______________ **Date** ______________

Teacher: ______________________________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________ **District:** ____________ **Area** ____________

For Dates ____________ **to** ____________

Student Name ____________ (Last) (First) **Age or Grade** 1-6

Content Area Reading **Skills List No.** 200 Page 2

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

(Continued from previous page.)

Activities: **What will be done, when, how much (time), by whom?**

5. Dictate words with s-blends and have students write the blend: scour, slug, smear, skill, sniff, speck, stripe, scrape, split, spry, steal, scrooge, slippery, statue, score, smooth, spacious, sky, snorkel, splendid, spruce, strawberry.

6. Make up bingo cards with s-blends. Read s-blend words and cover blend on the card.

7. Complete workbook pages or dittos from sources available.

Sources: Modern Curriculum Press, Phonics Workbook, Level B, pp. 76-81
Modern Curriculum Press, Phonics Workbook, Level C, pp. 42-45.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will write the s-blend with 80% accuracy or better when words beginning with the s-blends are dictated.

Total Days Participation ____________ **out of a possible** ____________

Criterion Attained: **Yes** ____________ **No** ____________ **Date** ____________

Teacher: ____________ (Signature) (Title)

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ **District:** ____________________ **Area** ___________

For Dates _____________ **to** _______________

Student Name ____ **Age** __________
Last **First** **or**
Grade 1-6

Content Area Reading **Skills List No.** 200

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To improve the decoding of words with the final consonant blends: nd, nk, nt, and mp.

Activities: **What will be done, when, how much (time), by whom?**

1. Introduce the final consonant blend mp by saying and writing the words camp, limp, and dump. Discuss meanings, look for the same letters and same sound in each word. Circle mp, then make word families:
amp - camp, champ, cl, cr, d, gr, l, r, se, st, t, tr, v
imp - blimp, chimp, l, pr, shr, sk
omp - chomp, romp, stomp
ump - bump, chump, cl, d, gr, h, j, l, m, pl, p, r, sl, st, tr, th

2. Introduce nd, nk, and nt the same way on successive days:
nd: and, lend, find; and band, gland, gr, h, l, s, st, str
end - bend, blend, f, l, m, p, r, s, spt, tr
ind - bind, blind, f, gr, h, k, m, r, w
ond - blond, bond, f, fr
nk: bank, link, dunk; ank - bank, blank, cl, cr, dr, fl, fr, H, pl, pr, r, s, sw, sp, t, st, y
ink - blink, brink, cl, dr, f, k, l, m, p, r, s, sl, st, w, th, shr
onk - bonk, honk, m
unk - bunk, clunk, d, dr, fl, h, j, pl, p, sk, sp, st, tr, ch, shr

nt: ant, hink, tent
ant - chant, grant, p, pl, r, sc, sl
ent - bent, dent, k, ., m, p, r, s, sp, t, v, w
int - Clint, dint, fl, gl, h, m, pr, qu, spl, spr, squ, t
unt - blunt, brunt, b, gr, h, p, r, sh

3. Discriminate all four final blends. Say a word, have students write correct ending blend on chalkboard: shrimp, chipmunk, remind, distant, thump, shrunk, sound, resident, infant, depend, blank, clamp.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Given a list of words with the final consonant blends nd, nk, nt, and mp, the student will decode the words with 90% accuracy.

Total Days Participation _____________ **out of a possible** ________________

Criterion Attained: Yes ___________ **No** ____________ **Date** ______________

Teacher: ____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ District: ______________ Area: ______________

For Dates ______________ to ______________

Student Name: ______________________________ Age or Grade ______________

Last First

Content Area: Reading Skills List Ref. No. 220

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To improve the student's ability to identify words with the endings, e, es, ed, ing.

Activities:

1. Give each child four small pieces of paper on cards. Have them print the ending ing on one card, es on the second, ed on the third, and s on the fourth. Pronounce the word "washing". Have children select the card that shows the ending that was added. Continue, pronouncing words with these four endings.

2. Use the chalkboard to practice adding endings. Write the base. Next to it have columns for adding s or es, ed, and ing.

root or base	s or es	ed	ing
junp	jumps	jumped	jumping

Sources:

1. New Phonics We Use, Book C., pp. 80-83, Lyons-Carnahan, Rand McNally.
2. Phonics Workbook B., pp. 97-109. Modern Curriculum Press.
3. SRA Reading Laboratory Games, #20-24.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a base word in writing, the student will write the words made by adding the endings s (es), ed, and ing with 80% accuracy.

Suggested format: root, s ed ing Words: jump, wax, smile, march, camp.

Total Days Participation ______________ out of a possible ______________

Criterion Attained: Yes ______________ No ______________ Date ______________

Teacher: ______________________________ ______________________________

Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________ District: ____________ Area: ____________

For Dates ________ to ________

Student Name: ____________________ Age or Grade ________

Last First

Content Area: Reading Skills List Ref. No. 220

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To improve students' ability to identify words with endings er, est, es, ed, including words ending in y.

Activities:

1. Students will do chalkboard practice of adjectives and endings er, est, y. Given the word "thick", the student writes thicker, thickest. Repeat with other adjectives such as soft, hard, high. low, new. Do the same with adjectives ending in y, such as silly, happy, funny, pretty, lazy, tiny, angry, hungry, shiny. Students may also illustrate these variations if desired. Words may be written on cards with all three (tall, taller, tallest) on one card and used the next day for review. Student draws a card, illustrates the comparison and shares it with the group.
2. Students will do chalkboard practice of verbs and the endings s, es, ed. Students will write a word and add the ending s or es, and ed. Stress is given to changing y to i when necessary. Suggested practice words: call, walk, word, smile, try, study, empty, finish, spy, want.
3. Practice nouns the same way, adding s, es, or changing y to i and adding es. Suggested words: box, pony, berry, bear, witch, ferry.

Sources:

1. Reading Activities for Child Involvement, Evelyn Space, pp. 115-121.
2. Phonic Workbook B., pp. 117-123. Modern Curriculum Press.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given words with the suffixes er, est, es, ed, the student will read the word correctly and identify its base word and what has been done to add the suffix.

Suggested test words: thicker, softest, happier, prettiest, ponies, boxes, berries, emptied, laziest, silliest, studied.

(Example: student says, the base word is thick, the ending er has been added; the base word is happy, the y was changed to i and er was added.)

Total Days Participation ________ out of a possible ________

Criterion Attained: Yes ________ No ________ Date ________

Teacher: ____________________ ____________________

Signature Title

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Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ District: ________________ Area: __________

For Dates __________ to __________

Student Name: ______________________________ Age or Grade ______________

Last First

Content Area: Reading Skills List Ref. No. 240

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To improve the auditory discrimination of short vowel sounds.

Activities:

1. Using Ideal Vowel cards or teacher-developed pictures, sort cards/pictures into piles that all have the same medial vowel sound. Say the names for the pictures in the same pile, stressing the same medial sound. Print the appropriate short vowel letter and place with cards. Do for each of the short vowel sounds being practiced. This activity should be repeated frequently, until all five short vowel sounds are easily discriminated.
2. Using the picture cards and cards with short vowel letters, have students match the picture and appropriate short vowel letters. Or say a word and have the child select the letter card or write the sound on the chalkboard.
3. Or: Use commercially-prepared materials as listed in Sources.

Sources:

1. Ideal Vowel Cards. Ideal Press.
2. SRA Laboratory Word Games, #7. Science Research Associates.
3. Short Vowel Games, Frank Schaffer.
4. New Phonics We Use Book B., Lyons-Carnahan, Rand McNally.
5. PETS Short Vowel Center, Step-A-Head Company, Eugene, Oregon.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given orally a list of words with short vowel sounds, the student will write the short vowel sound letter with 90% accuracy.

Test words: hit, bat, set, cot, rut, tap, cop, fib, tub, fed.

Total Days Participation ______________ out of a possible ______________

Criterion Attained: Yes __________ No __________ Date ______________

Teacher: ____

Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________ **Age or Grade** 2-3
Last **First**

Content Area Reading - Short Vowels **Skills List No.** 240

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To develop skill in short vowels.

Activities: **What will be done, when, how much (time), by whom?**

Have the children fold a paper strip into five equal sections and write the letters "a, e, i, o, u" in those sections. Ask the children to cut the sections apart. Now dictate these words: struck, stick, stack, step, and stock. The children arrange from left to right, the letters for the vowel sounds in the words in the order presented (u, i, a, e, and o). Pause only briefly after each dictated word so that the children may determine the vowel sound letter and place it in order. Check responses by repeating the words slowly and having the children identify the letter for each word. Repeat this activity using other words.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

When students can identify short sound in words with 100% accuracy objective has been attained.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** ______________ **No** ______________ **Date** ______________

Teacher: ______________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______ **District:** ______ **Area** ______

For Dates ______ to ______

Student Name ______ **Age** ______
Last First
or Grade 1-6

Content Area Reading **Skills List No.** 24001

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To improve the ability to decode words with the short vowel sound of a.

Activities: **What will be done, when, how much (time), by whom?**

1. Teach the CVC pattern with short vowel a. Present three or more short a words, such as cat, tap, Sam. How are the words alike? Add other words to the list at the children's suggestion.

2. Make short a word families, using consonant substitution. Do 2 or more daily.

as - cab, gab, j, l, n, t, fl, gr, sl, d, dr, sc.
ad - bad, cad, D, f, h, l, m, p, s, t, cl, gl
ag - bag, hag, j, l, n, r, s, t, w, fl, cr, sn, sw, g, z
am - bam, dam, h, j, p, r, s, t, y, cl, sl, scr, tr.
an - ban, can, D, f, J, m, N, p, r, t, v, sp, st.
at - bat, cat, f, h, m, N, p, r, s, t, v, fl, ch.
ap - cap, gap, h, l, m, n, p, r, s, t, y, z, cl, sl, tr, fl, scr.
al - gal, Hal, p, S, V.
ack - back hack, J, l, m, n, p, r, s, t, w, bl, cl, cr, fl, sl, sn, st, tr, sh.

3. Find a phonetic-oriented reader, such as SRA, Sullivan, or Modern Curriculum Press's Primary Readers, Set 1. Have the children find and list all the short a words. Practice decoding them.

4. Play "Bad Cat" or other teacher-devised games, using all the above short a words.

5. Short a materials from Commercial Sources: listed below, or others available in school setting.

Sources: Modern Curriculum Press, Phonics Workbook, Level B, pp. 15-18. Modern Curriculum Press, Primary Readers, Set 1 (Max, Sam and Al).

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will read a list of short a words with 90% accuracy or better.

Total Days Participation ______ **out of a possible** ______

Criterion Attained: **Yes** ______ **No** ______ **Date** ______

Teacher: ______
Signature **Title**

Form OM 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________ (**Last**) ______________ (**First**) **Age or Grade** 1-6

Content Area Reading **Skills List No.** 24002

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To improve the ability to decode words with the short vowel sound of o.

Activities: **What will be done, when, how much (time), by whom?**

1. Present three or more short o words with the CVC pattern: Mom, hot, mop, job. How do these words sound alike? How do they look alike? What vowel letter do you see? What sound does it make? What other words do you know with that sound?

2. Make short o word families, using consonant substitution. Keep a list of these to read and practice on following days. Do one or more families daily.

ob - Bob, cob, g, h, j, m, n, r, s, bl, sl, sn, gl.
od - cod, God, m, n, p, r, s, cl, pl, pr, tr.
og - bog, cog, dog, f, h, j, l, s, t, cl, fl, fr, sm.
on - bon, con, D, n, R.
op - bop, cop, h, m, p, s, t, sl, dr, fl, st.
ot - cot, dot, g, h, j, l, n, p, r, s, t, bl, cl, pl, sl, Sc, sp, tr.
ox - box, fox, l, pox, sox.

3. Using phonetic readers, have children read stories and list short o words. Practice decoding them.

4. Make up games using all the above words.

Sources: Modern Curriculum Press, Phonics Workbook, Level B, PP. 30-35. Modern Curriculum Press, Primary Readers, Set 1, Hop on, Hop Off; Hot Rods.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will read a list of short o words with 90% accuracy.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** ______________ **No** ______________ **Date** ______________

Teacher: ______________ (**Signature**) ______________ (**Title**)

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Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______ **District:** ______ **Area** ______

For Dates ______ **to** ______

Student Name ______ (**Last** / **First**) **Age or Grade** 1-6

Content Area Reading **Skills List No.** 24003

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To improve the ability to decode words with the short vowel sound of e in the CVC pattern.

Activities: **What will be done, when, how much (time), by whom?**

1. Present three or more CVC words with short e: jet, hen, red. How do the words sound alike? What letter is the same? What sound does it make? Add other words. Discuss CVC pattern and short e.
2. Make short e word families, using initial consonant substitution.

ed - bed, fed, j, l, n, p, r, t, w, bl, br, fl, Fr, pl, sl, sp.
eg - beg, leg, M, p, Gr, k.
en - Ben, den, h, k, m, p, t, y, z, gl.
et - bet, get, j, l, m, n, p, s, v, w, y, Br, fr.
ell - bell, dell, c, f, j, qu, s, t, w, y, sm, sp, sw.
est - best, pest, r, t, v, w, z, bl.

3. Practice above words and other common short e words in sentences: yes, dress, best, belt, bent, left, lend, web, help, desk, next. Circle the short e in words on the board.
4. Looking at word family lists, find and list names of people. Add other short e names.
5. Using name words done in No. 4, make sentences with short e words, such as "Bev begs," "Fred sells belts." Circle the short e if written.
6. Play games using all the above words.
7. Find and use commercial sources practicing short e.

Sources: Modern Curr. Press, Phonics Workbook, Level B, pp. 36-41.
Modern Curr. Press, Primary Readers, Set 1, Red Hen, Jet Bed.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Given a list of short e words, the student will read the list with 90% accuracy.

Total Days Participation ______ **out of a possible** ______

Criterion Attained: **Yes** ______ **No** ______ **Date** ______

Teacher: ______ (**Signature** / **Title**)

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________ **District:** ____________ **Area** ____________

For Dates ____________ **to** ____________

Student Name ____________ **Age** ____________
Last First **or**
Grade 1-6

Content Area Reading **Skills List No.** 24004

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To improve the decoding of words with the short vowel sound of u in the CVC pattern.

Activities: **What will be done, when, how much (time), by whom?**

1. Present three or more short u CVC words: bus, cup, run. What letter do you see in all three? What sound do you hear? Add additional short u words. Circle the u. Make up sentences for each word.
2. Make word families for short u, using consonant substitution. Keep lists to use other days for practice. Do 1 or more word family daily. Use words in sentences.

ub - bub, cub, d, h, p, r, t, cl, fl, gl, gr, sn, st.
ud - bud, cud, d, h, j, m, p, s, cr, sp.
ug - bug, dug, h, j, l, m, p, r, t, dr, gl, pl, sl, sm, sn.
um - bum, gum, h, m, r, s, t, y, cr, dr, gl, pl, sk, sw.
un - bun, fun, gun, Hun, p, r, s, sp, st, n
up - cup, p, s, y
ut - but, cut, g, h, n, r, gl, sp, sh
ust - bust, dust, j, m, g, l, r, cr
ump - bump, dump, h, j, l, m, p, r, cl, gl, sl, st.

3. Use other short u words in chalkboard activities, sentences, and games: bus, bunk, dunk, junk, bunt, buzz, fuzz, muff, puff, fuss, muss, mutt, musk, luck, lung.
4. Using a phonetic reader, list all short u words on a given page or story. Practice decoding them. Circle the u. Discuss the CVC pattern and the short u.
5. Play games using all the word family words and other short u words.
6. Have children do worksheets from commercial sources.

Sources: Mod. Curr. Press, Phonics Workbook, Level B, pp. 24-29.
Mod. Curr. Press, Primary Readers, Set 1, Gus, Fun with Gum.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will read a list of short u words with 90% accuracy.

Total Days Participation ____________ **out of a possible** ____________

Criterion Attained: **Yes** ____________ **No** ____________ **Date** ____________

Teacher: ____________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ____________

For Dates ____________ to ____________

Student Name ______________________ (Last) ______________________ (First) **Age** ________ or **Grade** 1-6

Content Area Reading **Skills List No.** 24005

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To improve the decoding of words with the short vowel sound i in the CVC pattern.

Activities: What will be done, when, how much (time), by whom?

1. Present three or more short i CVC words: pig, bib, mitt. What sound is the same in all these words? What letter is the same? The i stands for the short vowel sound in these CVC pattern words.

2. Make lists of word families for the short vowel sound i, using consonant substitution. Do one or more daily and keep lists for review and practice.

ib - bib, fib, l, r, cr, gl.
id - bid, did, h, k, l, s, S, gr, sk.
ig - big, dib, f, g, j, p, r, w, br, sw, tw.
im - dim, him, J, K, r, T, br, gr, pr, sk, sl, sw, tr.
in - din, fin, K, p, s, t, w, gr, sp, tw.
ip - dip, hip, l, n, r, s, t, z, cl, dr, fl, gr, sk, sl, sn, tr.
it - bit, fit, h, k, l, p, s, w, fl, gr, sk, sl, sn.
ill - bill, dill, f, g, h, k, m, p, qu, s, t, w, dr, fr, gr, sk, sp, st, tr.
ick - Dick, hick, k, l, n, p, qu, R, s, t, w, br, cr, fl, pr, sl, st, tr.

3. Dictate short i words to students to write on chalkboard or paper. Call attention to CVC pattern. Circle the i. Discuss how we know this has a short vowel sound.

4. Make up games to play using short i words. Put many short i words on cards, with numbers 1, 2, or 3. Move that number of spaces when card is drawn, after pronouncing word. Include word family words and others, such as six, his, lift, limp, pink, list, sing, milk.

5. Using a phonetic reader, have children find and list all the short i words on a given page, or in a story. Practice decoding.

Sources: Modern Curr. Press, Phonics Workbook, Level B, pp. 19-23.
Modern Curr. Press, Primary Readers, Set 1, Six Kids, and Jim Wins.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a list of words with the short i vowel sound, the student will decode the words with 90% accuracy.

Total Days Participation ____________ **out of a possible** ________________

Criterion Attained: Yes __________ **No** __________ **Date** ____________

Teacher: ______________________ (Signature) ______________________ (Title)

Form CT 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ District: ________________ Area: __________

For Dates __________ to __________.

Student Name: ______________________________________
Last First

Age or Grade ______________

Content Area: Reading Skills List Ref. No. 240

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To improve decoding of short vowel words (CVC pattern)--consonant, vowel, consonent.

Activities:

1. Sort Ideal Vowel cards into categories (as in objective for short vowel discrimination). Sound out the word and write it on paper or chalkboard.
2. Have the child draw a picture of a cat. Write six other words with the same short vowel inside the cat (i.e., bat, sat, ham, etc.). Do the same with a bed (for short e), a pig (short i), a dog (short o), and a bug (for short u). Practice reading the words.
3. Use any commercially-prepared or teacher-devised open-ended game board and word cards for short vowel decoding practice.
4. Commercial games by Mak are especially good for practicing decoding. the Pets center is also excellent.

Sources:

1. New Phonics We Use Book B., pp. 15-16.
2. Phonics Workbook B., Modern Curriculum Press, pp. 15-41.
3. Hit the Deck games by Mak. Creative Teaching Press.
4. PETS Vowel Center. Step-A-Head Company, Eugene, Oregon.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a list of CVC short vowel words, the student will read the list with 90% accuracy (optional: in 30 seconds).

Test words: dig, hat, top, sun, fed, rut, rat, rot, pit, pet, pat, met, fit, pop, cub, lick, lock, luck, lack, peck.

Total Days Participation ______________ out of a possible ______________

Criterion Attained: Yes __________ No __________ Date ______________

Teacher: ____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ District: ______________ Area: ______________

For Dates ________ to ________

Student Name: ______________________ Last First

Age or Grade ______________

Content Area: Reading Skills List Ref. No. 260

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To improve auditory discrimination of long vowel sounds in words.

Activities:

1. Teach each sound separately by auditory and visual comparison of words. Read 3-5 words with the long vowel sound ___. How do these words sound alike? Write words. How do they look alike. Repeat for each long vowel sound over a period of time, depending on child or group.
2. Make a long vowel book. Draw pictures of words for each long vowel sound, (or cut and paste). Use both initial and medial position.
3. Sort pictures (Ideal Vowel Cards or other) by long vowel sounds. Attach appropriate vowel letter.

Sources:

1. Phonics Workbook B., pp. 43-57. Modern Curriculum Press.
2. SRA Laboratory Game #10.
3. Long Vowel Games, Frank Schaffer.

Criterion; What specific evidence will we accept to indicate that the objective was attained?

Given orally a list of words with long vowel sounds, the student will write the long vowel sound with 90% accuracy.

Suggested words: lake, smoke, seal, fuse, smile, tied, snail, mule, beef, bow.

Total Days Participation ____________ out of a possible ____________

Criterion Attained: Yes ________ No ________ Date ____________

Teacher: ______________________________________
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________ **Age** ______________
Last First **or**
Grade 1-6

Content Area Reading **Skills List No.** 26001

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To improve the decoding of words with the long a vowel sound in the CVCe pattern.

Activities: **What will be done, when, how much (time), by whom?**

1. On the chalkboard write 3 CVCe pattern words, such as rake, date, name. Pronounce words. How do they sound alike? How do they look alike? Discuss the a--e (CVCe) pattern silent e signal. Add additional words to chalkboard. Dictate similar words to the child to write. Have child discuss why each word is a long a word.

2. Practice making long vowel words in word families, substituting consonants as indicated. Do two families or more a day. Use lists to read on following days.

ade - blade, fade, grade, j, sh, sp, w, tr.
ake - bake, brake, f, c, dr, sn, fl, l, m, w, t, qu, r, s, sh, st.
ale - whale, d, D, g, h, k, w, v, t, st, m, p, s, sc, sh.
ane - Jane, c, cr, d, pl, p, l, m, pl, s, v, w.
are - bare, c, d, gl, fl, f, h, m, r, sh, p, sn, sp, st, sc.
ase - base, case, chase.
ame - dame, f, fl, fr, g, l, n, sh, t.
ape - cape, dr, g, gr, n, sc, scr, sh.
ate - date, f, g, gr, h, l, m, pl, s, sk, sl, st.
ave - brave, c, D, gr, p, r, s, sh, sl, w.
aste - baste, haste, p, t, w.
aze - blaze, cr, d, m, h, gr, f, g, gl

3. Make a variety of games using the above words for practice.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will read a list of long a (CVCe pattern) words with 90% accuracy.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** ______________ **No** ______________ **Date** ______________

Teacher: ______________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______ **District:** ______ **Area** ______

For Dates ______ **to** ______

Student Name ______ **Age** ______
Last **First** **or**
Grade 1-6

Content Area Reading **Skills List No.** 200

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To improve the identification of the s-blend sounds (sc, sk, sl, sm, sn, sp, st, scr, spl, spr, str, sw).

Activities: **What will be done, when, how much (time), by whom?**

1. Say the words scalp, scale, scotch. How do these words sound alike? Write words on chalkboard. Children can circle the sc blend. Read sentences with sc words, such as "Tell the cat to scat." Have children identify sc words. Write words on board. Say the sentence. "The car skidded on the ice." and write on the chalkboard. What word sounds like scat at the beginning? How is it different? Point out two spellings (sc, sk) for one sound. List other sk words, such as skate, skin, skillet. Introduce the scr blend the same way - screen, scribble, scroll.

2. Introduce sl, sm, sn, sw by saying and writing three or more words and comparing sounds and spellings.
sl - sled, sleeve, slender
sm - smack, smart, smuggle. Add other words to lists.
sn - snap, sneeze, snore.
sw - swim, swiss, sweater.
Do some auditory discriminations: Say three words, slide, small, slogan. Which two begin the same? Which one is different? Write the blends. Do with other groups of words, such as snowman, sneaky, small; Smith, smile, sliver; snail, slick, snug; sweat, slip, sweet.

3. Introduce sp, st, spr, str, spl in the same fashion:
sp - spell, spank, spout; st - stack, stilt, stain; spr - spray, spring, spread; str - stray, straw, strike; spl - splint, splendid, splash. Do auditory discriminations, as above.

4. Make lists of words with s blends, using reading material.

(continued on next page)

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

(See page 2)

Total Days Participation ______ **out of a possible** ______

Criterion Attained: **Yes** ______ **No** ______ **Date** ______

Teacher: ______
Signature **Title**

Repeat of Page

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________ **District:** ____________ **Area** ____________

For Dates ____________ **to** ____________

Student Name ______________________________ **Age** ____________
Last First or
Grade 1-6

Content Area Reading **Skills List No.** 26002

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To improve the decoding of words with the long o vowel sound in the CVCe pattern.

Activities: **What will be done, when, how much (time), by whom?**

1. On the chalkboard, write 3 or more CVCe, long o words, such as vote, bone, code. Pronounce words. How do they sound alike? How do they look alike? Discuss the o --e (CVCe) pattern, with the silent e signal. Add additional words to the chalkboard. Dictate long o words for the student to write. Be sure the student can tell why each is a long o word.

2. Practice making long o words in word families, substituting consonants as indicated. Do two or more families a day. Keep lists of words made to use on successive days.

oke - broke, choke, coke, j, p, sm, st, y.
one - bone, cone, dr, l, p, pr, sc, st, thr, t, z.
ope - hope, cope, d, gr, m, n, p, r, sc.
ore - chore, fore, g, m, sh, s, sp, w.
ose chose, close, dose, h, n, p, pr, r.
ove - clove, cove, dr, r, st.
ote - note, dote, r, t, v.
obe - globe, pr, r.
ome - dome, home, tome.
ole - hole, dole, m, p, r, s.
oze - doze, froze.
ode - code, m, n, r, abode.

3. Play "Give the Dog a Bone." Using a gameboard and some of the long o words above on cards, add other long vowel words with a and i in the CVCe pattern. Student may advance when he has a long o word, not with the others.

4. Write long o, i, and a words on cutouts of bones. Give only the long o words to the dog. This can be done as a self-correcting sorting activity by coding the backs of word cards. It can also be done as a game, with each child having a turn as the dog.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will read a list of long o (CVCe pattern) words with 90% accuracy.

Total Days Participation ____________ **out of a possible** ____________

Criterion Attained: **Yes** ____________ **No** ____________ **Date** ____________

Teacher: ______________________________
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________ **District:** ____________ **Area** ____________

For Dates ____________ **to** ____________

Student Name ____________ (**Last** / **First**) **Age** ____________ **or Grade** 1-6

Content Area Reading **Skills List No.** 26004

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To improve the decoding of words with the long u vowel sound (CVCe pattern).

Activities: **What will be done, when, how much (time), by whom?**

1. Write several long u words on the chalkboard: cute, fuse, mule. How do these words sound alike? How do they look alike? Point out the CVCe vowel pattern with the silent e signal.

2. Make word families, using initial consonant substitution, then adding more complex words. Do one or more daily. Practice on following days.

ute - cute, mute, brute, flute, acute, compute, dispute, tribute, parachute.
uke - cuke, duke, juke, fluke, Luke.
use - use, fuse, muse, abuse, accuse, amuse, confuse, excuse.
ule - mule, rule, nodule.
ure - cure, pure, lure, figure, fixture, insure, lecture, mixture.
ude - dude, rude, Jude, crude, elude, include, conclude, attitude.

3. Play "Cute Brute" or make up other word games using all of the above words plus some of these: prune, tune, costume, assume, plume, ruler, Bruce, introduce, produce, huge, lube, tube, cube. Assign the numerals one through six according to difficulty, and move ahead on the open-ended game board. Have "Cute Brute" cards to move to special spots on the game board.

4. Dictate words to the student to write down. Stress the CVCe pattern.

5. Find commercially prepared pages with the long u CVCe words, or prepare worksheets using the words in sentences.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will read a list of long u CVCe words with 90% accuracy.

Total Days Participation ____________ **out of a possible** ____________

Criterion Attained: **Yes** ____________ **No** ____________ **Date** ____________

Teacher: ____________ (**Signature** / **Title**)

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** __________

For Dates __________ to __________

Student Name ______________________ (Last, First) **Age** ______ or **Grade** 1-6

Content Area Reading **Skills List No.** 26005

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To improve the decoding of words with the long i vowel sound in the CVCe pattern. (Consonant - Vowel - Consonant - Silent e).

Activities: **What will be done, when, how much (time), by whom?**

1. Compare 3 or more long i words (CVCe pattern) on the chalkboard, such as bike, time, and five. How do they sound alike? How do they look alike? Discuss the i - e (CVCe pattern) with the silent e signal. Add additional words to the list. Dictate words with this pattern for the student to write.

2. Make long i words in word families, substituting consonants. Keep lists to review and practice on successive days. Do two or more families daily.

ike - bike, dike, h, l, m, p, str.
ime - time, chime, cr, d, gr, l, m, pr, sl.
ive - five, hive, chive, d, dr, j, shr.
ide - tide, wide, b, br, gl, h, pr, r, s, sl, str.
ibe - bribe, jibe, scr, tr.
ine - dine, fine, br, m, p, sh, shr, sp, sw, v, wh, w.
ile - file, mile, N, p, sm, t, v, wh.
ipe - gripe, pipe, r, sn, str, sw.
ite - bite, kite, l, m, qu, s, sm, sp, wh.
ife - life, fife, wife.
ise - rise, wise.
ire - fire, hire, s, sp, t, w.
ize - prize, size.

3. Make up games using the above words. Cards for the words and any open-ended game board can be adapted.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will read a list of long i (CVCe pattern) words with 90% accuracy.

Total Days Participation __________ out of a possible __________

Criterion Attained: Yes ________ No ________ Date ________

Teacher: ______________________________
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: __________ District: __________ Area: __________

For Dates __________ to __________

Student Name: __________ Last __________ First

Age or Grade __________

Content Area: Reading Skills List Ref. No. 260

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To improve the decoding of words with long vowel sounds. (CVCe pattern.)

Activities:

1. Teach the rule that words ending with a silent e generally have a long vowel sound.

2. Prepare word card pairs with the same consonants but with long and short vowel sounds:

fin-fine	not-note	tap-tape	hop-hope
rob-robe	dim-dime	cap-cape	cod-code
mat-mate	spin-spine	plan-plane	mop-mope
slid-slide	bit-bite	pin-pine	van-vane

Have the children take turns drawing a card, pronouncing it, and placing it in the long vowel pile or short vowel sound.

Using the long vowel pile, practice decoding all the words, emphasizing the rule.

Sources:

1. Phonics is Fun, Book 1, pp. 97-134. Modern Curriculum Press.
2. Hit the Deck Games by Mak, Word Decks A-3, B-3. Creative Teaching Press.

Criterion; What specific evidence will we accept to indicate that the objective was attained?

Shown a list of words with the CVCe pattern, the student will read the words with 90% accuracy. (A time limit may be imposed--1 to 1½ seconds per word.)

Words: take, pine, hope, mule, safe, kite, poke, life, stove, fade, pole, ride, fate, fuse, mate, bike, nose, fume, male, spike.

Total Days Participation __________ out of a possible __________

Criterion Attained: Yes __________ No __________ Date __________

Teacher: __________ Signature __________ Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________ **Age or Grade** 1-6
Last **First**

Content Area Reading **Skills List No.** 26006, 26007

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To improve the ability to discriminate and decode words with y as a long i sound and y as a long e sound.

Activities: What will be done, when, how much (time), by whom?

1. Using the chalkboard, present three words with y as a long i sound: my, fly, sky. What sound do you hear at the end of these words? What letter makes that sound? Add additional words: by, dry, fry, my, ply, pry, shy, sky, sly, spy, why, wry, sty. Try more complex words with y as long i: apply, defy, deny, lullaby, qualify, reply, July, supply. Present type and style, noting y in a different position.

2. Using a common name, such as Nancy, Penny, or Judy (or the name of a child in the class with y as a long e sound) present the idea that y frequently says long e. Present additional words: baby, busy, candy, carry, daddy, funny. How are the words alike? What sound do you hear at the end? What letter makes the sound? Add more words: pretty, jelly, family, very, twenty, happy.

3. Compare two lists of y as long i words and y as long e words. Generalizations: When y is at the end of a word, Y is a vowel. When it is the only vowel at the end of a one-part word, y has the sound of long i. Most often when a word has more than one part, the y will have the long e sound, but sometimes it will have the long i sound.

4. Distribute 2 cards to each student. Write long e on 1 card, long i on the other. Direct children to hold up correct sound for the words you say: shy, only, navy, signify, spry, pony, really, simplify, rely, dusty, fancy,

5. Make up games using the above words and others. A good title might be "Spry and Lively."

6. Have a matching/sorting activity available to be done by a group or individual. Write 10 words on cards (each sound) and have students match. (Teacher discretion).

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will read a list of words with y as long i and y as long e with 80% accuracy or better.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: Yes ______________ **No** ______________ **Date** ______________

Teacher: ______________
Signature **Title**

Form OP 8

~~Individual Student~~ Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ District: ________________ Area: __________

For Dates ____________ to ___________

Student Name: ________________________________ Age or Grade ______________
Last First

Content Area: Reading Skills List Ref. No. 280

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To improve the decoding of "r"-controlled vowels.

Activities:

1. Draw a picture of a jar. Write six words with ar inside it.
2. Draw an ear of corn. Write six or words in it.
3. On a large piece of paper draw pictures of a bird, a fern and a purse. Write five words under each with appropriate spelling. Note same sound, different spelling. Practice reading words.

Sources:

1. New Phonics We Use Book C., pp. 53-60. Lyons-Carnahan, Rand McNally.
2. Phonics Workbook B., pp. 86-96. Modern Curriculum Press.
3. Hit the Deck Games by Mak, Deck B-4. Creative Teaching Press.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a list of words with "r"-controlled vowels, the student will read the words with 90% accuracy. Suggested words:

car
jar
mark
farm
barn
yard
park
march
for
thorn
horn
horse
cord
her
term
fern
girl
bird
stir
first
firm
fur
burn
spur
burst

Total Days Participation ______________ out of a possible ______________

Criterion Attained: Yes ___________ No ___________ Date ______________

Teacher: ____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______ **District:** ______ **Area** ______

For Dates ______ to ______

Student Name ______ **Age** ______
Last First
or
Grade 1-6

Content Area Reading **Skills List No.** 280

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To improve the decoding of words with L-Controlled vowels (all).

Activities: **What will be done, when, how much (time), by whom?**

1. Make a chalkboard list of words with the all word family. See how many the students can list. Add others that they miss. The list should include the following words: all, ball, call, fall, hall, mall, pall, small, stall, tall, wall. More difficult words may be added: squall, thrall, befall, install, recall. Discuss the sound of the vowel a. Is it a long vowel a sound? Is it a short vowel a sound? This is an l-controlled vowel sound, neither long or short. Compare it to the au and aw sound as in raw, paw, crawl, auto, sauce.

2. Add other l-controlled vowel words to the list: walrus, chalk, talk, walk, stalk, salt, false, bald. Have students write some of these words from dictation, as well as those from the all list. Circle the L-controlled vowel sound (al) in each word.

3. Use all the above words in games. "Walk the Wall" is a good title. Assign the numbers one, two, or three to each word written on a card, based on difficulty. Add "Don't Fall" cards, where student goes backward, or "Stall" cards where student stays in the same place.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will read a list of L-controlled vowel words with 90% accuracy.

Total Days Participation ______ **out of a possible** ______

Criterion Attained: Yes ______ **No** ______ **Date** ______

Teacher: ______
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ District: ______________ Area: ______________

For Dates ________ to ________

Student Name: ______________ Last ______________ First

Age or Grade ______________

Content Area: Reading

Skills List Ref. No. 300,260

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To improve the decoding of words with long vowel sounds (vowel combinations ee, ea, ay, ai, oa, oe, ow, ie).

Activities:

1. Teach the vowel rule: When a one syllable word has two vowels, the first vowel is usually long and the second is silent.
2. Draw a picture for each long vowel combination with the following picture suggestions. (Picture should allow room to write five additional words with the same vowel combination.)

    ee - draw a picture of feet (and write five other ee words)
    ea - meat
    ay - tray
    ai - chain
    oa - boat
    oe - toe
    ow - bow
    ie - pie

    This could be done in booklet form.

Sources:

1. Long Vowel Games, "Sweet Feet" "Chain Train", Step-A-Head Company. Eugene, Oregon.
2. Phonics Workbook B., pp. 132-138, and 143-147. Modern Curriculum Press.
3. New Phonics We Use, Book C., pp. 31-49. Lyons-Carnahan, Rand McNally.
4. Hit the Deck Games by Mak, Word Decks A-3, B-3. Creative Teaching Press.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Shown a list of words with long vowel combinations, the student will read the list with 90% accuracy.

Suggested words:
road
say
loaf
wait
leaf
toe
tie
seal
weed
team
foam
creek
soap
play
rail
row
bead
croak
reap
raid
may
seat
hail
blow
wheat
rain
meek

Total Days Participation ______________ out of a possible ______________

Criterion Attained: Yes ________ No ________ Date ______________

Teacher: ______________________________
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ District: ______________ Area: ____________

For Dates __________ to __________

Student Name: ______________________________ Age or Grade ____________
Last First

Content Area: Reading Skills List Ref. No. 30018, 30020

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To improve the decoding of words with ou and ow.

Activities:

1. Using construction paper make a large flower with six or more petals. Write a word with ow as in flower in each petal. Have students provide you with other ow words.
2. Draw a house on construction paper. List six words in the house with the ou sound and spelling.

Sources:

1. Phonic Workbook B., pp. 148-151. Modern Curriculum Press.
2. New Phonics We Use, pp. 61-64. Lyons-Carnahan, Rand McNally.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a list of words with ou and ow, the student will read the words with 90% accuracy.

Suggested words: house, pound, count, trout, proud, cow, owl, town, frown, flower.

Total Days Participation ____________ out of a possible ____________

Criterion Attained: Yes __________ No __________ Date ______________

Teacher: ____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________________ District: ____________________ Area: ____________

For Dates ____________ to ____________

Student Name: ______________________________ Age or Grade ____________
Last First

Content Area: Reading Skills List Ref. No. 300

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To improve the decoding of words with au, aw, and ew.

Activities:

1. Draw a picture of a sausage. Label it and write 3 to 5 other words with the same au sound within the sausage or next to it. Make a pot of stew. On the chunks of meat or vegetables write other words (3 to 5) with the ew sound. Make a picture of a glass with a straw. Write other words with the aw sound within the glass.
2. Practice these words using flashcards and making up sentences:

lawn
fawn
crawl
law

straw
hunted
faucet
sauce

sausage
dawn
yawn
haul

pause
dew
few
stew

jewel
drew

Sources:

1. Phonics Workbook B., pp. 144-147 and 156-162. Modern Curriculum Press.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a list of words with au, aw, and ew, the student will read the words with 90% accuracy.

Suggested words: jaw, raw, draw, straw, dawn, lawn, awful, Paul, haul, fault, new, blew, flew, threw, drew.

Total Days Participation ____________ out of a possible ____________

Criterion Attained: Yes ____________ No ____________ Date ____________

Teacher: ____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ District: ______________ Area: ______________

For Dates ______________ to ______________

Student Name: ______________ Last First

Age or Grade ______________

Content Area: Reading Skills List Ref. No. 300

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To improve the decoding of words with oi and oy.

Activities:

1. On the chalkboard, have children write word families, dictating words to them or eliciting their suggestions.

   oil: boil, foil, coil, broil, soil, spoil, toil
   oint: joint, point
   oin: coin, join, loin
   oist: hoist, moist
   oy: boy, toy, joy, Roy, enjoy, employ, annoy

2. Using words above, have children make sentences with the words. These may be done orally, on the chalkboard, or on paper. Esphasize the oy-oi sound/spelling pattern by circling it in each word, possibly with different colored crayons. Other words with oy-oi should also be used: voice, void, poison, noise, loiter, loyalty, destroy, embroider.

3. Make an "oy boy" vowel wheel. Make two circles of construction paper, one will be decorated as a boy's face, with an opening for the mouth. Around the outside of the second will be words with oy or oi. When the wheel is turned the words will appear in the mouth and be read by student. This may be varied by having two separate wheels, one with oi words, one with oy words.

Source:

Phonic Workbook B., pp. 152-155. Modern Curriculum Press.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a list of words with oi and oy, the student will read the words with 90% accuracy.

Suggested words: oil, soil, boil, spoil, moist, void, toy, boy, joy, annoy.

Total Days Participation ______________ out of a possible ______________

Criterion Attained: Yes ______________ No ______________ Date ______________

Teacher: ______________ Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program – Title I-M – ESEA

Form OF 8

School: ____________ **District:** ____________ **Area** ____________

For Dates ____________ **to** ____________

Student Name ____________ **Age** ________ **or** **Grade** ________
Last First

Content Area READING **Skills List#** 300

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To improve the ability to decode words with the sound of the diphtongs oi and oy.

Activities: What will be done, when, how much (time), by whom?

1. Review the Skill List Number 300.
2. Compare the sounds of oi and oy words.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Give a list of 15 oi and oy words, and student will decode them with 90% accuracy.

Total Days Participation ________ **out of a possible** ________.

Criterion Attained: **Yes** ________ **No** ________ **Date** ____________

Teacher: ____________
Signature Title

Comments:

Revised 9/15/73

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ to ______________

Student Name ______________ ______________ **Age** ______________
Last First **or**
Grade 1-6

Content Area Reading **Skills List No.** 30020, 30021

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To improve the ability to decode words with the two sounds of the diphthong ow.

Activities: **What will be done, when, how much (time), by whom?**

1. Present the words, cow, how, now. How do these words sound alike? What letters are the same? What sound does ow make? Add other words: flower, howl, vowel, brown. Have students circle the ow. Decode words and add other words to the list.

2. Present the words row, blow, show. How do these sound alike? What letters are the same? What sound do they make? Add other words: grow, yellow, window, shown. Circle the ow. Decode words and add other words.

3. Compare the two sounds of ow.

4. Prepare a sorting activity. Make a large card with a picture of a clown and a card with a crow. Make word cards of the following words: town, now, cow, owl, show, how, brow, plow, now, scowl, known, show, own, stow, lowly, growl, yellow, plowed, frown, shower, flown, rows, towel, prowler, hollow. This can be done with a group or individual. To make self-correcting, code with 1 and 2 or clown and crow on backs of words.

5. Use the above words in sentences.

6. Draw a window. Write at least six words with the long o sound of ow in it. Draw a flower with six or more petals. Write a word with the ow sound like flower in each petal.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Given a list of ow words, the student will decode them with 90% accuracy.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** ______________ **No** ______________ **Date** ______________

Teacher: ______________ ______________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______ **District:** ______ **Area** ______

For Dates ______ **to** ______

Student Name ______ **Age** ______
Last **First** **or**
Grade 3-6

Content Area Reading **Skills List No.** 30020, 30021

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To provide skill in the application of /ō/ and /ou/ sounds in words.

Activities: **What will be done, when, how much (time), by whom?**

List these words on the chalkboard: 1) blow, 2) snow, 3) grown, 4) bowl, 5) town, 6) how, 7) frown, 8) owl, and 9) clown. Help the children read the words. Guide them in comparing the words, noting especially that all are spelled with ow, but some words have the /ō/ sound and the rest have the /ou/ sound. Erase the words. Then dictate them in random order for the children to write. Have individuals take turns writing the words on the chalkboard so the children can check their papers. Erase the words. Have the children write the words again on their papers in two groups: the /ō/ and /ou/ words.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Objective is attained when 90% accuracy is achieved on a given list.

Total Days Participation ______ **out of a possible** ______

Criterion Attained: Yes ______ **No** ______ **Date** ______

Teacher: ______
Signature **Title**

Form OP 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ District: ________________ Area: ___________

For Dates ___________ to ___________

Student Name: ____________________________________ Age or Grade ___________
Last First

Content Area: Reading Skills List Ref. No. 32001

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To improve the students' ability to identify the number of syllables in a word.

Activities:

1. Show students how to clap for each syllable sound. Another way is to put hand on chin and feel how many times the chin drops while saying a word. Each drop is a syllable.
2. Give each child three small cards with the numbers 1, 2, and 3. Say a word and have children hold up the correct numbered card for the number of syllables (i.e., "cowboy"--children hold up a 2).
3. Play "Attack". Two children have cards with words with differing numbers of syllables. All cards are dealt, cards are placed face down, turned over one at a time by each player. Player whose word has the most syllables takes the word. Player with all the cards (or most at end of time period) wins.

Sources:

1. New Phonics We Use Book C., pp 88-91. Lyons-Carnahan, Rand McNally.
2. Phonics We Use Learning Games Kit, "Syllable Count". Lyons-Carnahan, Rand McNally.

Criterion; What specific evidence will we accept to indicate that the objective was attained?

Given orally a list of words, the student will write (or tell) the number of syllables in each word with 90% accuracy.

Suggested words for testing: student, pine, popular, patch, theatre, watermelon, vacation, painted, traffic, small.

Total Days Participation ______________ out of a possible ______________

Criterion Attained: Yes ___________ No ___________ Date ______________

Teacher: ____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______ **District:** ______ **Area** ______

For Dates ______ **to** ______

Student Name ______ **Last** **First** **Age or Grade** 1-6

Content Area Reading **Skills List No.** 32002

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To improve the ability to identify natural divisions (syllables).

Activities: **What will be done, when, how much (time), by whom?**

1. Pronounce the following words, asking children to listen to the sound units and repeat after you. (Can also tell how many sound units or syllables they hear): like, example, accumulate, begin, analyzing, important, useful, detailed, that, could, independent, consonant, single, simple, relationship, made, unfamiliar, estimate.

2. Print four or more one-, two-, three-, and four syllable words on flash cards, one word to a card. Shuffle. Pronounce each card, ask student to pronounce it and listen for the sound units, then have student pronounce each sound unit he hears. After all words have been done, have child say each word in sound units. Words such as these could be used: count, sheet, born, print, clearly, sudden, written, canvas, preceding, included, blunderbuss, wonderful, incorrectly, desirable, recreation, irrigation.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Given a list of words, the student will identify and pronounce their natural divisions.

Total Days Participation ______ **out of a possible** ______

Criterion Attained: Yes ______ **No** ______ **Date** ______

Teacher: ______ **Signature** **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________ **District:** ____________ **Area** ____________

For Dates ____________ **to** ____________

Student Name ____________ (**Last**) ____________ (**First**) **Age** ____________ **or Grade** 1-6

Content Area Reading **Skills List No.** 340

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To improve the ability to place the accent mark on the correct syllable in two-syllable words.

Activities: **What will be done, when, how much (time), by whom?**

1. Discuss the rule: in most two-syllable words, the first syllable is accented. Present the words letter, vowel, picture. Write on the chalkboard, dividing into syllables. Add other words - brother, payment, basket.

2. Present the rule: when prefixes a, in, re, ex, de and be are the first syllable, the first syllable is unaccented. Have students divide and accent these words: desire, remark, delay, refresh, abate, explain, belong, before, inspire, inside.

3. Type a list of two-syllable words, broken into syllables. Have students mark the accent. Use words such as: kitch en fur ther both er re ply be tween bush el crush ing de lay be long ten sion par ty ta ble pop corn march ing bon net un fold un seen un cover head ache.

4. Write words in syllables on cards. Sort by whether accent is on 1st or second syllable. Words: cab in. love ly fin ish sleep y re move de light shad ow mag ic un kind sta tion of ten pi lot.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Given a list of two-syllable words, the student will place the accent on the proper syllable with 80% accuracy.

Total Days Participation ____________ **out of a possible** ____________

Criterion Attained: Yes ____________ **No** ____________ **Date** ____________

Teacher: ____________ (**Signature**) ____________ (**Title**)

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________________ District: ________________ Area: __________

For Dates __________ to __________

Student Name: ________________________________ Age __________
Last First or
Grade __________

Content Area: Reading Skills List Ref. No. 360

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Improve the students' ability to identify root words.

Activities:

1. Using the chalkboard or overhead projector, list these words and have students take turns marking the root word and circling the ending:

walking	quickly	calls	greatest
teacher	balanced	unlock	careful

2. Draw a picture of a tree. Write a base (root) word at the base of the tree. Working up the tree trunk, add as many prefixes and suffixes as possible to the word to make as many words as possible. This may be done as a contest, with different root words or the same ones for each participant.

Sources:

1. Phonics Workbook B., pp. 176-181. Modern Curriculum Press.
2. Word Elements Instructional Aid Pack. Dexter Westbrook.
3. Frank Schaffer Publications:
   "Prefixes or Suffixes" Game
   Word Endings Activity Book
   Prefixes, Suffixes, and Syllables

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given ten or more words, the student will identify the root word with 90% accuracy.

Test words: rewrite, teacher, unkind, dishonest, rerun, unpack, hardest, unfairly, trying, skillful, bodily, happily.

Total Days Participation ______________ out of a possible ____________

Criterion Attained: Yes __________ No __________ Date ______________

Teacher: ____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______ **District:** ______ **Area** ______

For Dates ______ to ______

Student Name ______ Last First **Age** ______ or **Grade** 2-5

Content Area Reading **Skills List No.** 38001

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To provide skill in identifying compound words.

Activities: What will be done, when, how much (time), by whom?

Give each child a half-page of a newspaper's classified section. Have them tear pieces from around the edges to give a jagged appearance. The children draw spooky Halloween buildings or scenes on the paper. Then circle all the compound words within their drawing. Take the words and write them on the board. Students read the words and divide the two words.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Students should find at least five compound words within each drawing to attain the objective.

Total Days Participation ______ out of a possible ______

Criterion Attained: Yes ______ No ______ Date ______

Teacher: ______ Signature Title

Form OP 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ District: ______________ Area: __________

For Dates ________ to ________

Student Name: ______________________ Age or Grade __________
Last First

Content Area: Reading Skills List Ref. No. 38001

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To improve the identification and decoding of compound words.

Activities:

1. Print compound words on 3"x5" cards. Cut between the two words, each with a different cut. Place sections in an envelope. Have students fit the two parts together, like a puzzle. Have children write the correct words on a piece of paper.
2. Or: Do activities in the Sources section. Center activities from Step-A-Head are especially good.

Sources:

1. New Phonics We Use, Book C., pp. 72-75. Modern Curriculum Press.
2. SRA Reading Laboratory Games, #24.
3. Hit the Deck Games by Mak, Deck C-3. Creative Teaching Press.
4. Round Up Center for Compound Words. Step-A-Head Company, Eugene, Oregon.

Criterion: What specific evidence will we accept to indicate that the objective was attained?
Given a list of compound words, the student will read the words with 90% accuracy and identify the two words which make up the word.

Suggested words:
into
raincoat
cowboy
classroom
mailman
snowman
something
himself
bookcase
airport
birthday
butterfly
basketball
outdoors
upstairs
tablecloth
everybody
grandmother
anyway
underground

Total Days Participation __________ out of a possible __________

Criterion Attained: Yes ________ No ________ Date __________

Teacher: ______________________________________
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: ____________ District: ____________ Area: ____________

For Dates ________ to ________

Student Name: ______________________ Age ________
Last First or
Grade ________

Content Area: Reading Skills List Ref. No. 40001

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To improve the students' ability to identify the two words in contractions.

Activities:

1. Use the chalkboard to practice writing contractions. This is very effective for erasing letters that "disappear" when a contraction is made. Start with "not" contractions: is not, had not, was not, were not, can not, should not, could not, did not, would not, have not, does not, will not (won't), do not.

   Do others: we are, they are, she is, he is, they have, we have, he will, I will, she will, etc. Stress replacing letters with the apostrophe.

2. Make concentration cards. Half of the cards will be the contracted forms which must be matched with the longer two word form. Play concentration.

Sources:

1. New Phonics We Use, Book C., pp. 76-79. Lyons-Carnahan, Rand McNally.
2. Phonics Workbook B., pp. 124-131. Modern Curriculum Press.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a list of contractions or words making contractions, the student will identify (write) the two words or the contraction with 90% accuracy.

Suggested test words: we're, don't, I've, you'll, couldn't, haven't, it's, let's, I am, they have, will not, are not, does not, they are, she will, she is.

Total Days Participation ________ out of a **possible** ________

Criterion Attained: Yes ________ **No** ________ **Date** ________

Teacher: ______________________________
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________________ **District:** ____________________ **Area** ____________

For Dates ______________ to ______________

Student Name ____ **Age** ____________
Last First **or**
Grade 1-4

Content Area Reading **Skills List No.** 40001

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To provide skill in using contractions.

Activities: **What will be done, when, how much (time), by whom?**

Have the children sit in a circle on the floor. Turn off the lights, and place a lighted jack-o-lantern in the center of the circle. Have available toy Halloween items: cat, trick-or-treat bag, bat, apple, witch, etc. Give an item to a child. As that item is passed from one child to another, each child uses it in a sentence using a contraction.
For example:

1. I'm black. (cat)
2. Don't eat me, I'm poison. (apple)
3. I won't hurt you. (ghost)

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Correct sentence structure using contractions, with 85% accuracy, will meet objective.

Total Days Participation ______________ **out of a possible** ____________________

Criterion Attained: **Yes** ______________ **No** ______________ **Date** ______________

Teacher: ____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ District: ________________ Area: __________

For Dates __________ to __________

Student Name: ______________________________________ Age or Grade ______________
Last First

Content Area: Reading Skills List Ref. No. 420

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To improve the students' ability to identify prefixes in words. (Easier prefixes: in, un, re, dis.)

Activities:

1. Discuss how a words meaning changes by adding a prefix. These word meanings become opposite when one of these prefixes is added: un, im, dis, in. Add the appropriate prefix, use each word in a sentence: polite, safe, possible, patient, correct, sure, continue, clean, accurate, convenient, certain, willing.
2. List prefixes on the board. Opposite them list root words. A child goes to board, chooses a prefix, draws a line to a word with which it may be used. The word is pronounced and used in a sentence. This may be done as a team game, with points awarded.

re	model
dis	view
mis	lead
un	wrap
	play
	please

Sources:
1. Prefixes, Suffixes, and Syllables. Frank Schaffer Publications.
2. Word Endings. Frank Schaffer Publications.
3. "Prefixes" Game. Frank Schaffer Publications.
4. SRA Laboratory Games, #39-41.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given _____ words, the student will identify the prefixes (and root, if desired) with 90% accuracy. (Meaning may also be check if desired.)

Suggested test words: rewrite, unlock, dislike, misread, inside, imprint, disorder, disagree, unwrapped, predict.

Total Days Participation ______________ out of a possible ______________

Criterion Attained: Yes __________ No __________ Date ______________

Teacher: ____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________________ District: ____________________ Area: __________

For Dates __________ to __________

Student Name: ______________________________ Age __________
Last First or Grade __________

Content Area: Reading Skills List Ref. No. 440

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To improve the students' ability to identify suffixes in words.
(Easier suffixes: ness, ment, tion, less, ful, ly.)

Activities:

1. Provide student with list of words with suffixes. Circle suffixes. Discuss meanings.

2. After learning new suffixes (and prefixes), and learning many words are changed in meaning when a suffix (prefix) is added, list such words on slips of paper. Each child draws 1-5 slips. Using suffixes (and prefixes), the student makes as many words as possible. These may be discussed by the class later. Example: care--careful, careless, carefully, carelessly.

3. List new suffixes on left and base words on right. Have children construct new words by adding suffixes to suitable base words.

ly
ment
ful
less

encourage
care
near
use

Sources:
1. Phonics Workbook B., pp. 110-116. Modern Curricum Press.
2. Prefixes, Suffixes and Syllables. Frank Schaffer.
3. Word Endings. Frank Schaffer.
4. "Suffixes" Game. Frank Schaffer.
5. SRA Laboratory Games, #42-44.
6. Endings/Suffixes, B or C. Instructional Aid Pack. Dexter Westbrook.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given ____ words with suffixes, the student will identify the suffix (and root is desired) with 80% accuracy.

Possible test words:

pleasure
painful
harmful
sickness
national

gladly
cheerful
spotless
excitement
dangerous

direction
amazement
mysterious
nervous

Total Days Participation ______________ out of a possible ______________

Criterion Attained: Yes __________ No __________ Date ______________

Teacher: ____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ District: ______________ Area: ______________

For Dates ______________ to ______________

Student Name: ______________ Last ______________ First ______________ Age or Grade ______________

Content Area: Reading Skills List Ref. No. 46002

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To improve the student's ability to identify the main idea of a paragraph or several sentences.

Activities:

1. Provide short paragraphs at student's reading level. Have children write a good title for selection or choose the best title from a list of several possibilities.
2. Barnell Loft's Getting the Main Idea, is highly recommended for selecting the most important idea.

Sources:

1. Getting the Main Idea, Book A, B, or C, Specific Skills Series, Barnell Loft.
2. Strange and Silly Stories. Frank Schaffer (Duplicating Masters).
3. Read For Meaning Activity Book. Frank Schaffer.
4. Read, Study, Think Levels 2 and 3. Xerox Publications.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given five units from Getting the Main Idea book, the students will choose the main idea with 75 to 80% accuracy or better.

Given other paragraphs chosen by teacher, the child will give the main idea with 80% accuracy.

Total Days Participation ______________ out of a possible ______________

Criterion Attained: Yes ______________ No ______________ Date ______________

Teacher: ______________ Signature ______________ Title

Form OM 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ District: ______________________ Area ______________

For Dates ______________ to ______________

Student Name ______________________________________ Age ______________
Last First or
Grade 2-5

Content Area Reading Skills List No. 46002

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To recognize the meaning of paragraphs.

Activities: **What will be done, when, how much (time), by whom?**

Materials: Readings (short paragraphs).

Proceed: On the first day ask students, "What is a sentence?" "What is a paragraph?" Tell them there is a way to read paragraphs by looking for the topic. Then read a paragraph together. Ask them to count the number of sentences. List on the board a summary of the information given. Ask students, which sentence in that paragraph best tells what the paragraph is about. Continue with other paragraphs.

On the second day ask students to silently read three or four paragraphs and write the topic sentences on a sheet of paper.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Objective is attained when students can identify three out of five topic sentences.

Total Days Participation ______________ out of a possible ______________

Criterion Attained: Yes ______________ No ______________ Date ______________

Teacher: ____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________ **District:** ____________ **Area** ____________

For Dates ____________ **to** ____________

Student Name ____________ ____________ **Age** ____________
Last **First** **or**
Grade K - 3

Content Area Reading **Skills List No.** 48002

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To provide skill in recalling items in a paragraph related to the main idea.

Activities: **What will be done, when, how much (time), by whom?**

On separate cards, paste colored cutout pictures or drawings of these things: car, hat, pond, rain, baby duck, and umbrella. Then read this story aloud.

One April day, Baby Duck wanted to take a swim. She waddled along the path to the pond. At the edge of the pond, Baby Duck saw something red. Baby Duck did not know that it was an umbrella. She thought, "This must be something you ride on the water. I'll take a ride on it." Baby Duck pushed the umbrella in the water, and just as she sat on it, the umbrella sank. So Baby Duck did not take a ride. But she did take a swim.

Display the picture cards. The children tell which things were not in the story. If student does not respond, re-read the story.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Children must select all pictures not in the story to attain the objective.

Total Days Participation ____________ **out of a possible** ____________

Criterion Attained: **Yes** ____________ **No** ____________ **Date** ____________

Teacher: ____________ ____________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ to ______________

Student Name ______________ (Last) ______________ (First) **Age or Grade** K-3

Content Area Reading **Skills List No.** 48002

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To provide skill in recalling important details and general content from a recorded story.

Activities: **What will be done, when, how much (time), by whom?**

Materials: record player, record (story).

Proceed: Ask the children if they have knowledge of (whatever your story is about). If children are not familiar with topic of story, clue them in. For example, the farm, beach, zoo, etc. Then say: I am going to play a record that has a story about ______________. Ask children to listen for a specific purpose. Play the record for the children. When the record is finished, ask the children who, what, where, when, how many.

Then ask children to tell about some of the things that happened in the story. Play the record again. Then call on a child to tell the story. If the child has difficulty telling the story, review the story content with the children.

Have other children tell the story.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Objective is attained when student can recall 3 out of 5 details on any given selection.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** ______________ **No** ______________ **Date** ______________

Teacher: ______________ (Signature) ______________ (Title)

Form OP 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________ District: ____________ Area: ____________

For Dates ________ to ________ Age or Grade ____________

Student Name: ______________________________
Last First

Content Area: Reading Skills List Ref. No. 48002

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To improve the students' ability to recall related details that support the main idea.

Activities:

1. Sentences taken from the assignment are written on the board. Who, what, when, where, why, and how many questions are asked to help establish the importance of details.

   Example: At seven o'clock Mary and Jim went to town. Who? ___ When? ___ Where? ___

2. Play "Circle Review" with a small group after reading a story. Form a circle. First player asks the player on his right a question (detail) about the story. If the player answers correctly he receives a point and asks the next question. If he can't answer, the question continues around the circle until it is correctly answered.

Sources:
1. Getting the Facts, Books A, B, C. Specific Skill Series, Barnell Loft.
2. Read, Study, Think. Xerox Publications.
3. Frank Schaffer Publications:
   - Read for Meaning.
   - Strange and Silly Stories.
   - My First Stories, Levels 1 and 2.
   - Finding the Facts.
   - Understanding What You Read.
4. Multiple Skills Series, Level A,B,C. Lowell and Lynwood.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given five units from Getting the Facts, the student will select answers with 80% accuracy or better. (Or choose other materials with questions and answers or devise your own.)

Total Days Participation ____________ out of a possible ____________

Criterion Attained: Yes ________ No ________ Date ____________

Teacher: ______________________________
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ **District:** ______________________ **Area** ____________

For Dates ______________ **to** ________________

Student Name ____ **Age** ____________
Last First **or**
Grade 2-6

Content Area Reading Comprehension **Skills List No.** 48002

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To provide variety and challenge in comprehension practice.

Activities: **What will be done, when, how much (time), by whom?**

Procedure: Use jokes and riddles to provide humor and abstract language concepts. Humor is abstract meaning for words (figural). Read jokes and riddles aloud. Jokes can be written by the child or classmates.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

If the child chuckles or laughs at a joke, he has comprehended its meaning.

Total Days Participation ____________ **out of a possible** ________________

Criterion Attained: **Yes** ____________ **No** ____________ **Date** ______________

Teacher: ____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________ (**Last**) ______________ (**First**) **Age or Grade** 1-6

Content Area Reading Comprehension **Skills List No.** 48002

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To provide variety and challenge in comprehension. (Guessing riddles.)

Activities: **What will be done, when, how much (time), by whom?**

Materials: none.

Proceed: The teacher or the pupils make up riddles about animals or people in a story. One child reads the riddle, and the other guesses the answer. The teacher may duplicate the riddles and the children write the answers. For the first grade, the child may draw a picture of the object described.

A	B
a. We write	1. in the air.
b. Bread is baked	2. water from the sky.
c. Birds fly	3. with a pencil.
d. Rain is	4. in an oven.

Criterion: **What ~~specific~~ evidence will we accept to indicate that the objective was attained?**

If a child can figure out the riddle, he comprehends what he is reading.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: Yes ______________ **No** ______________ **Date** ______________

Teacher: ______________ (**Signature**) ______________ (**Title**)

Form CF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ District: ______________ Area ______________

For Dates ______________ to ______________

Student Name ______________________________ Age ______________
Last First or
Grade K-3

Content Area Categorizing Skills List No. 50001

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To develop skill in categorizing picture words.

Activities: What will be done, when, how much (time), by whom?

Materials: category pictures - animals, flowers, etc. (at least 14 of each.)

Proceed: Give each child a picture. Hold up a copy or the category you wish to emphasize. All children with pictures in the category of the picture you hold up should stand up and tell why they are a part of your category.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Objective is attained when students can categorize 10 pictures with 100% accuracy.

Total Days Participation ______________ out of a possible ______________

Criterion Attained: Yes ______________ No ______________ Date ______________

Teacher: ______________________________
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________________________ **Age** ______________
Last **First** **or**
Grade 3-6

Content Area Reading **Skills List No.** 50001

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To develop visual discrimination between likenesses and differences in facts.

Activities: **What will be done, when, how much (time), by whom?**

Materials: a fish bowl and 2 kinds of fish.

Proceed: Guide your group in discussing the characteristics of fish. List the characteristics on a chart. Bring in two different kinds of fish in a fishbowl. Have an encyclopedia available that presents colored pictures of kinds of fish. Help the children locate pictures of the fish like those in the fishbowl and say their names. Invite the children to observe the fish. After two or more days, they identify how the two fish are alike and how they are different. Make a chart of the likenesses and differences. Lead the group in a comparison of the charts with the chart of characteristics.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Objective is attained if students can list at least 5 likenesses and 5 differences.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** ______________ **No** ______________ **Date** ______________

Teacher: ____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________ **District:** ____________ **Area** ____________

For Dates ____________ to ____________

Student Name ____________ (Last) ____________ (First) **Age or Grade** 3-6

Content Area Reading **Skills List No.** 50001

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

Students will chart likenesses and differences.

Activities: **What will be done, when, how much (time), by whom?**

Materials: a bulletin board and felt material or construction paper.

Proceed: Ask students to cut out simple decorations and place on half of the board. Leave the other half bare. Direct students in making a comparison of the way one half of the board looks. Have students describe and compare both boards.

1) Different objects - a bare tree vs. a decorated tree.
2) An empty house vs. a full house.
3) Category of girls.
4) Category of animals, etc.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Objective is attained if students participate orally then chart their interpretations of the likenesses and differences.

Total Days Participation ____________ **out of a possible** ____________

Criterion Attained: **Yes** ____________ **No** ____________ **Date** ____________

Teacher: ____________ (Signature) ____________ (Title)

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ **District:** ______________________ **Area** ____________

For Dates ______________ to ________________

Student Name ____ **Age** ____________
Last First **or**
Grade 2-3

Content Area Reading - Classification **Skills List No.** ________________

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

Students will identify words/ideas under a topic.

Activities: **What will be done, when, how much (time), by whom?**

On bulletin board, post the caption "Thin and Smooth." Have the children read the caption aloud and then invite them to find objects or pictures of items the caption describes. The children may find the items at home or at school.

Next day help individuals display their items on the board. The class identifies each object or picture displayed and discusses the appropriateness of the caption to the item. Clear the board and post another caption: Long and Green, Round and Blue, Dark and Fast, etc.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

When student completes the project and can discuss the appropriateness of the caption the objective has been attained.

Total Days Participation ____________ **out of a possible** ________________

Criterion Attained: **Yes** __________ **No** ____________ **Date** ____________

Teacher: ____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________ ______________ **Age** ______________
Last First **or**
Grade 1-6

Content Area Reading **Skills List No.** 50002

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To improve ability to classify words according to topics.

Activities: What will be done, when, how much (time), by whom?

1. On the chalkboard or a ditto master, write three general topics, such as vegetables, house, transportation. Prepare a list of words (or put on cards) to be written or placed under the topic. Words: cabbage, roof, automobile, horse, door, ceiling, radish, carriage, carrots, windows, potatoes, train.

2. Prepare a series of four words, three of which belong. Have children cross out, or orally indicate, the one that does not belong. Tell how the others are like, what classification:

anchor sailor soldier boat (belong on a boat)
breakfast lunch dinner beginning (meals)
automobile table wagon carriage (transportation)

3. Write two words on each line, leaving space for two more words. Student reads words, adds two words belonging to same category. Example:

dress shirt __________ __________

4. Make lists of words for topics such as these:

color words
doing words
size words
descriptive words
words for people's feelings
family words
shape words
ways people move
kinds of talk

5. Play "Categories." List five topics across page with a five letter word below, and space for five words in each category and letter.

Example:

Cities		Countries	Rivers	Famous People
T	H	I	N	K

Give three points for each correct answer, five for an answer no one else has.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a list of twelve words, the student will classify them in three topics with 83% accuracy (10 of 12 correct).

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: Yes ______________ **No** ______________ **Date** ______________

Teacher: ______________ ______________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______ **District:** ______ **Area** ______

For Dates ______ to ______

Student Name ______ Last ______ First ______ **Age** ______ **or Grade** 2-3

Content Area Reading **Skills List No.** 50002

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To provide skill in categorizing words.

Activities: What will be done, when, how much (time), by whom?

Give the children copies of these three groups of words. Below each group, have them write the name of the place in which all of the things in the group may be found.

A	B	C
dust kite bird plane cloud wind	chair closet bed people pet table	rope balloons crowd popcorn clowns trapeze
Answer: outside	Answer: inside	Answer: at the circus

Criterion: What specific evidence will we accept to indicate that the objective was attained?

When students place all the words in the correct category with 85% accuracy, the objective is attained.

Total Days Participation ______ **out of a possible** ______

Criterion Attained: Yes ______ **No** ______ **Date** ______

Teacher: ______ **Signature** ______ **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________ ______________ **Age** ______________
Last First **or Grade** K-3

Content Area Reading **Skills List No.** 52001

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To provide skill in recalling two actions in correct sequence.

Activities: **What will be done, when, how much (time), by whom?**

Materials: none.

Proceed: Say: We are going to play a game. I'm going to do two things. When I'm finished, I'd like you to do the same two things. Watch (raise your hands above your head, then put your hands on your hips.) Now you do what I just did. Show me what I did first. Show me what I did next.

If child reverses the order, repeat the two actions yourself. Then have the child try again.

Continue with more two-action sequences you may wish to have the children imitate.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Objective is attained when student can recall two actions in correct sequence with 100% accuracy.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** ______________ **No** ______________ **Date** ______________

Teacher: ______________ ______________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________ **Age** ______________
Last First
or
Grade 2-6

Content Area Reading Comprehension (Perception) **Skills List No.** 52001

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

Student will recall positions.

Activities: **What will be done, when, how much (time), by whom?**

Display a picture of a scene or setting in which there are a number of items. Have the children observe the picture. After three or four days, cover the picture. Give each child a list of the names of the items in the picture. Have the children cut out the names. On a piece of paper (the same size as the picture), they arrange and paste the names in positions that match the positions of the items in the picture. If items overlapped in the picture, the names should overlap in the same way. Uncover the picture and have the children check and discuss their papers.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Objective is attained when student with 90% accuracy can recall positions.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** ______________ **No** ______________ **Date** ______________

Teacher: ______________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________ **District:** ____________ **Area** ____________

For Dates ____________ **to** ____________

Student Name ____________ **Age** ____________
Last **First** **or**
Grade K-3

Content Area Reading **Skills List No.** 52001

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To provide skill in arranging four pictures in correct sequence.

Activities: **What will be done, when, how much (time), by whom?**

Materials: take cartoons from the funny paper, laminate, and cut.
1 cartoon for each student.

Proceed: Have students arrange the pictures to tell a story. After children have told about their cartoon, have the children take turns putting each set of cartoons in order and tell about the cartoon to others in the class. Have the children use the cartoons until they feel comfortable putting four cards in order and telling the story.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Objective is attained when student can arrange four pictures in correct sequence with 100% accuracy.

Total Days Participation ____________ **out of a possible** ____________

Criterion Attained: **Yes** ____________ **No** ____________ **Date** ____________

Teacher: ____________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______ **District:** ______ **Area** ______

For Dates ______ **to** ______

Student Name ______ Last First **Age** ______ **or** **Grade** 1-3

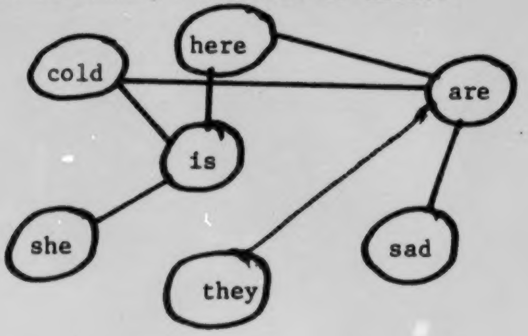
Content Area Reading **Skills List No.** 52002

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach students to rearrange words to make a sentence.

Activities: What will be done, when, how much (time), by whom?

Hand out copies of this activity. Children start with any word circle and follow the lines to other circle words to make a sentence. Example: She is here. Students write the sentence, then read it aloud.



Change the words.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

When students can make up 5 sentences and read them aloud, the objective is attained.

Total Days Participation ______ **out of a possible** ______

Criterion Attained: Yes ______ **No** ______ **Date** ______

Teacher: ______ **Signature** **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ District: ______________ Area: ______________

For Dates __________ to __________

Student Name: ______________________________ Age or Grade __________
Last First

Content Area: Reading Skills List Ref. No. 520

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To improve the students' ability to sequence items.

Activities:

1. Arrange pictures (sequence cards or cartoons) in sequential order. Tell the story. Prepare simple written descriptions of pictures and have students match them with the pictures. Then arrange in sequence with written materials only.

2. Do Activity #1, but use numbers on small cards to indicate sequence. Place number one by picture that happened first, etc.

3. Later in week prepare a ditto with the sentences used in Activity #1. Sentences should not be in order. Have students write 1, 2, 3, and 4, in front of correct sentence. Compare with original sequencing of pictures.

Sources:

1. Sequence Cards. Milton-Bradley.

2. Frank Schaffer Publications, Duplicating Masters: Reading Cartoons, Story Sequencing.

3. Detecting the Sequence, Books A, B, or C. Barnell Loft.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given ____ sets of four items that make up a simple story, the student will sequence these items by manually arranging them or numbering them in order with 80% accuracy.

Total Days Participation ______________ out of a possible ______________

Criterion Attained: Yes __________ No __________ Date ______________

Teacher: ____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ District: ______________ Area ______________

For Dates ______________ to ______________

Student Name ______________ Last ______________ First ______________ Age ______________ or Grade 3-5

Content Area Reading Skills List No. 52001 - 52005

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will relate ideas or sentences in a specific order.

Activities: What will be done, when, how much (time), by whom?

On the first day of the week, read a story to the class. On each of the next three days, re-read the story deleting different phrases or sentences which the children supply orally. At the end of the week, invite the children to tell the whole story. Give a phrase or sentence clue during the telling as needed.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Children should retell the story with 80% accuracy to attain objective.

Total Days Participation ______________ out of a possible ______________

Criterion Attained: Yes ______________ No ______________ Date ______________

Teacher: ______________ Signature ______________ Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** __________

For Dates __________ **to** __________

Student Name ______________________________ **Age** __________
Last **First** **or**
Grade 3-6

Content Area Reading **Skills List No.** 52005

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

Student will identify relevant items (ideas) in sequence.

Activities: **What will be done, when, how much (time), by whom?**

Materials: small screen, low table, eraser, paper clip, box of chalk, paste jar, small paper bag, and note pad. Put some type of screen in front of a low table.

Proceed: Arrange all of the above items in a row on the table. Remove the screen. Have the children observe the items for a few seconds and note their positions in a row. Place the screen in front of the table. Switch positions of the cup and jar. Remove the screen and ask the children which items are in different positions in the row. After a correct response, have a child place the cup and jar in their original positions. Repeat the activity using more and/or different items.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Objective is attained when student can instantly recall missing or changed items.

Total Days Participation __________ **out of a possible** __________

Criterion Attained: **Yes** __________ **No** __________ **Date** __________

Teacher: ______________________________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________________ **District:** ____________________ **Area** ____________

For Dates ______________ to ________________

Student Name ____ **Age** ____________
Last **First** **or**
Grade 3-6

Content Area Reading (Sequencing) **Skills List No.** 52005

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

Students will identify relevant ideas in sequence.

Activities: **What will be done, when, how much (time), by whom?**

Write these dates on the chalkboard: January 15, 1980; March 21, 1981; February 15, 1981; May 30, 1978; December 25, 1980; July 4, 1980; November 24, 1981. Have the children copy the dates on separate strips of paper. Challenge them to arrange the strips in a column according to date. Lead the student in identifying the correct order and list the order on the board.

Optional: Invite each child to write his birthday date for this year on a strip of paper. The children add the birthday dates to their arrangements in the appropriate position.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Objective is attained when with 90% accuracy, students can place months and dates in the correct order.

Total Days Participation ____________ **out of a possible** ______________

Criterion Attained: **Yes** ____________ **No** ____________ **Date** ______________

Teacher: ____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________________ District: ______________ Area: __________

For Dates __________ to __________

Student Name: ________________________________ Age or Grade __________
Last First

Content Area: Reading Skills List Ref. No. 54001

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To improve the students' ability to use the cloze procedure (fill in obvious conclusion, logical completion of a complete thought).

Activities:

1. Choose a story of interest to children--space, cowboys, etc. Duplicate it, omitting terms relating to the subject. Have students read the story and fill in blanks. It may be done as a game with a group.

   Example: In the Old West cowboys lived on the _____. To be sure each rancher know his own cattle, he burned his _____ on each cow. This was done during the spring of the year at _____ time. Newborn calves would be _____ and _____ with a hot iron.

2. Write several words on the board you will omit when reading a story to the class. As you read the story, pause where a word has been omitted. Class members take turns telling which is the correct word for the space.

Sources:

1. Barnell Loft's Using the Context, Book A, B, C.
2. Frank Schaffer Materials: Adventures in Reading Comprehension, Ditto Masters: Using Context Clues.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Using one or more of the above exercises, or source materials, the student will use the cloze procedure to fill in the conclusion/word with 90% accuracy.

Teacher may devise her own cloze activity from any material on hand, deleting key words on a regular basis.

Total Days Participation ______________ out of a possible ____________

Criterion Attained: Yes __________ No __________ Date ______________

Teacher: ____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________________________ **Age** ______________
Last **First** **or**
Grade 3-4

Content Area Reading **Skills List No.** 54002

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To develop skill in identifying the words that summarize or conclude.

Activities: **What will be done, when, how much (time), by whom?**

Celebrate Columbus Day. On your library table, display books about Columbus. After the students browse through the books, guide them in a discussion of the purpose of the occasion. Then list these sentences on a chart:

1. Columbus came upon what land ________________.
2. Columbus and his crew sailed in ________ships.
3. The queen of __________helped Columbus.
4. One of Columbus' ships was named ____________.
5. Columbus came upon the new land in the month of ____________.

The students copy the sentences and fill in the blanks. Have the children discuss their answers and decide upon the correct answer for each sentence.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Objective is attained with 85% accuracy on the responses.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: Yes ______________ **No** ______________ **Date** ______________

Teacher: ____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ________

For Dates __________ to __________

Student Name ______________________________ **Age** ________
Last First **or**
Grade 1-3

Content Area Reading **Skills List No.** 54002

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To provide skill in identifying words that conclude.

Activities: **What will be done, when, how much (time), by whom?**

Assist the children in defining the word "city" contrasting it with "country" and "county." Challenge them to complete the following sentences.

City people live in ________.
City people live near ________.
City people see many ________.
City people hear ________.
City people can ________.

Then do the same with country.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The objective is attained if student has 85% accuracy in 10 sentences.

Total Days Participation ________ **out of a possible** ________

Criterion Attained: **Yes** ________ **No** ________ **Date** ________

Teacher: ______________________________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________ (Last) ______________ (First) **Age or Grade** 2-4

Content Area Reading **Skills List No.** 560

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To provide skill in identifying adjectives and in following simple directions.

Activities: **What will be done, when, how much (time), by whom?**

Read the poem:

It's Spring and -
I feel like running,
and jumping and flying
up high.

I feel like shouting
and calling to the
birds in the sky.

I feel like singing
and talking and laughing
out loud.

I feel like resting
and floating on the
fluffiest cloud.

It's Spring.

Give children copies. Draw a ring around all the words that describe.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Objective is attained with 80% accuracy on work sheets.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** ______________ **No** ______________ **Date** ______________

Teacher: ______________ (Signature) ______________ (Title)

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________ **District:** ____________ **Area** ____________

For Dates ____________ to ____________

Student Name ____________ ____________ **Age** ____________
Last First **or**
Grade 560

Content Area Reading **Skills List No.** 56002

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To improve ability to follow two-step and three-step oral directions.

Activities: **What will be done, when, how much (time), by whom?**

1. Play games in which students must perform two-step action directions: Hop to the door and turn off the light. Open the door and knock three times. Look at the clock and touch your head, etc.

2. Play games with three actions to be performed: skip to the chalkboard, erase the date, and put the eraser on your head. Hop to the door, knock two times, and say your name, etc.

3. Adapt old work pages to following directions format: Circle the cow and color it blue. Make a red X on the blue car. (Must color car blue as well as X the car). Put a line above the girl and a circle around the boy. Or use Frank Schaffer's Listening Skill Dittos, Levels B and C.

Source: Frank Schaffer, Duplicating Masters, Listening Skills, Levels B. and C.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

1. Given a page of pictures, the student will mark two-step directions with 90% accuracy.
2. Given the last 5 dittos from Frank Schaffer's Listening Skill dittos, Level B, the student will score at least 80% on each.

Total Days Participation ____________ **out of a possible** ____________

Criterion Attained: **Yes** ____________ **No** ____________ **Date** ____________

Teacher: ____________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________ District: ____________ Area: ____________

For Dates ________ to ________

Student Name: ______________________ Age or Grade ________

Last First

Content Area: Reading Skills List Ref. No. 560

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To improve the students' ability to follow written directions.

Activities:

1. Use action directions to dismiss the class. Have children read sentence strips and follow directions: stand on one foot; write your name on the board; turn around three times; find a black shoe; find a piece of paper bigger than a book; hop on one foot.
2. Give students a piece of paper with numbers written in these positions:

   1 2 3
   4 5 6
   7 8 9

   Write these directions on a sheet of paper or board:

   a. Connect numerals 2, 4, and 8, with a straight line.
   b. Connect 5 and 8 and 6 and 9.
   c. Draw squares around 1, 3 and 9.
3. Using simple recipes, have student follow the directions and prepare the item for the class. (Provide parent or aide helpers.)

Sources: 1. Frank Schaffer Publications: Following Directions: Duplicating Masters, Following Directions: Games, Read Carefully.

2. Following Directions, Books A, B, C. Barnell Loft.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given ten units from Barnell Loft's Following Directions, the student will select the answer with 67% accuracy or better. (3 of 3 format.)

(Or given a paragraph with simple directions to follow, the student will follow the directions with 80% accuracy.)

Total Days Participation ________ out of a possible ________

Criterion Attained: Yes ________ No ________ Date ________

Teacher: ______________________________

Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________ **District:** ____________ **Area** ____________

For Dates ____________ **to** ____________

Student Name ______________________________ **Age** ____________
Last **First** **or**
Grade 3-6

Content Area Reading **Skills List No.** 56004

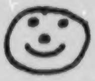
Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To provide variety and challenge in comprehension practice exercises. To teach the word diagonal.

Activities: **What will be done, when, how much (time), by whom?**

Materials: file folders.

Proceed: create folders labeled "What Is It?" Use these for worksheets you have written, directing the child to draw specific things with a pencil. For example: Draw a circle the size of a grapefruit in the center of your paper. In the center of the circle draw a circle the size of a dime. Darken this circle with your pencil. In a diagonal line, to the left of the center of the small circle, place your pencil about 2 inches higher. Draw a circle the same size of a dime. Darken the circle. In a diagonal line to the right of the center circle, place your pencil 2 inches higher and draw a circle the size of a dime. Darken the circle. Move the pencil two inches to the left of the center darkened circle and draw a downward curving line from there to the point on the right side of the large circle. What is it?



Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

When students can successfully draw the intended figure, the objective has been attained.

Total Days Participation ____________ **out of a possible** ____________

Criterion Attained: **Yes** ____________ **No** ____________ **Date** ____________

Teacher: ______________________________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: __________ **District:** __________ **Area** __________

For Dates __________ **to** __________

Student Name __________ (**Last** **First**) **Age or Grade** 3-6

Content Area Reading (Inferential) **Skills List No.** 58001

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

Students will explain and interpret implied feelings or emotions with and without words.

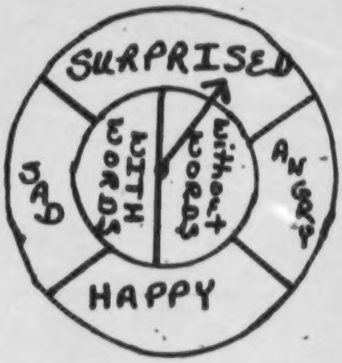
Activities: **What will be done, when, how much (time), by whom?**

Materials: a large spin wheel out of tagboard.

Proceed: cut three tagboard circles of different sizes. Make a tagboard arrow. Stack the circles together in order of size with the smallest on top. With a roundhead fastener, secure the arrow and circles together. Mark off the exposed part of the bottom circle into sections. Label the sections.

The child spins the bottom circle and then the middle one. The arrow will then show which feeling the child is to interpret and how the interpretation is to be presented.

For example: Surprised, with no words.



Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Objective is attained when student can interpret a feeling with or without words in 80% of the examples.

Total Days Participation __________ **out of a possible** __________

Criterion Attained: **Yes** __________ **No** __________ **Date** __________

Teacher: __________ (**Signature** **Title**)

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________________________ **Age** ______________
Last First
or
Grade 3-6

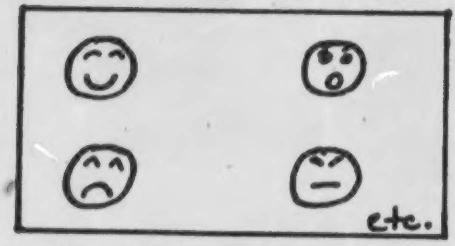
Content Area Reading (feelings) **Skills List No.** 58001

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

Students will develop skill in determining which feeling is expressed in a particular sentence.

Activities: **What will be done, when, how much (time), by whom?**

Materials: 1) a set of pictures portraying the emotions happy, hate, love, fear, anger, etc.
2) a group of sentences.



Place your pictures where student can see the emotions portrayed. Read a sentence and have the student determine which feeling the picture expresses, and place it under the appropriate picture.
Reverse and let student read the sentence while the teacher finds the picture.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

When student accurately matches 4 out of 5 pictures the objective is attained.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** ______________ **No** ______________ **Date** ______________

Teacher: ______________________________
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________ (**Last** / **First**) **Age** ______ **or Grade** 1-6

Content Area Reading **Skills List No.** 58002

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To improve ability to choose an appropriate title for a reading selection.

Activities: **What will be done, when, how much (time), by whom?**

1. Stress that the main idea should be considered in selecting a title. It may not always be directly stated.

2. Select several short paragraphs for students to read. Supply several possible titles and have them choose the best one.

3. Students read selected paragraphs and make up original titles. Discuss why that title was selected and what main idea was implied in the selection.

4. Students read selected paragraphs and supply three possible titles. One should be an action title, one a suspense title, and one a mood title.

5. Type paragraphs from old readers, textbooks, or science books on index cards. Type titles fitting the paragraphs on another set of cards. Put numbers on cards to provide a key. Students may do activity individually or in pairs.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Given five paragraphs at an instructional reading level, the student will select titles with 80% accuracy.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** ______________ **No** ______________ **Date** ______________

Teacher: ______________ (**Signature** / **Title**)

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________ ______________ **Age** ______________
Last **First** **or**
Grade 1-5

Content Area Reading **Skills List No.** 58002

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To teach selection of appropriate title.

Activities: **What will be done, when, how much (time), by whom?**

Read aloud one or two paragraphs from a story. Write the correct title of the story on the chalkboard along with two other titles. Have the students choose and copy the correct title for the story paragraphs. Ask them to give reasons for their choices. Repeat by having the children read paragraphs from library books.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

When a student can choose two correct titles out of three the objective has been attained.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** ______________ **No** ______________ **Date** ______________

Teacher: ______________ ______________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
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School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________ **Age** ______________
Last First or
Grade 2-5

Content Area Reading **Skills List No.** 60002

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

The student will give interpretation without giving details.

Activities: **What will be done, when, how much (time), by whom?**

Read:

Monica Mitch
Is an odd odd witch
There isn't a bit of doubt.
She lives in a room
all alone with her broom,
and just hardly ever goes out.

Monica Mitch,
The odd odd witch,
Has one time a year when she's seen.
The scariest night
is the one that's just right. . .
So look for her on Halloween.

Ask children to interpret the meaning of the poem. Leave out details. For example: What do you understand about this poem? Have children copy the poem and draw a picture.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

If children can give you their interpretation of the poem, copy it, and draw a picture, the objective has been attained.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** ______________ **No** ______________ **Date** ______________

Teacher: ______________
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ to ______________

Student Name ______________ ______________ **Age** ______________
Last First
or
Grade 2-5

Content Area Reading **Skills List No.** 62001

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

Students will recognize cause-effect relationships.

Activities: **What will be done, when, how much (time), by whom?**

Materials: none.

Proceed: Ask students to pretend they are taking a trip to an intensely hot, wet region or dry, cold region. Ask students what they would take along. Why? As students name things they would take along, list the items on the board. Encourage explanations of why various items would be useful, so students can tune in to each other's imagery and reasoning.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Objective is attained if and when students respond 4 out of 5 times to the cause-effect relationships.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** ______________ **No** ______________ **Date** ______________

Teacher: ______________________________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________ **Age** ______________
Last **First** **or**
Grade 2-4

Content Area Reading **Skills List No.** 62001

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

The student will state cause and explain the effect.

Activities: **What will be done, when, how much (time), by whom?**

During Fire Prevention Week, bring in newspaper clippings about reported fires. Read, or help the children read, the sentences that tell what caused the fires. List the causes on the board or chart paper and ask the children to tell other causes to add to the list. Then go back and read the effect. Talk about cause and effect. List the effect next to the cause on the board.

Children copy the chart and take home.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

When children can identify an effect for 10 causes, the objective has been attained.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** ______________ **No** ______________ **Date** ______________

Teacher: ______________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** __________

For Dates __________ **to** __________

Student Name ______________________________ **Age** __________
Last **First** **or**
Grade 1-6

Content Area Reading **Skills List No.** 62002

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To improve the ability to interpret cause and effect (an action and its result).

Activities: **What will be done, when, how much (time), by whom?**

1. Read short paragraphs. Ask specific questions to show cause and effect. Example: Mary woke up with a sore throat. She felt terrible. How did Mary feel? Why?

2. After reading a short paragraph, the student is given several possible answers to a question about the cause of an action.
Example: Why didn't John buy the milk?
   a) The store was out of milk.
   b) He forgot.
   c) He didn't have enough money.

3. Write ten pairs of statements, one stating a cause, the other the effect. Students write C before each cause statement, and E for each effect statement.
Example: The ice skating rink is empty. (E) The rink is not frozen hard enough for skating. (C)

This could be done as a game in pairs, with points for statements correctly identified.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Given five pairs of sentences, the student will identify the cause and effect sentence with 80% accuracy.

Total Days Participation __________ **out of a possible** __________

Criterion Attained: **Yes** __________ **No** __________ **Date** __________

Teacher: ______________________________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ________________ **District:** ________________ **Area** ____________

For Dates ____________ **to** ____________

Student Name ______________________________________ **Age** ________
Last **First** **or**
Grade 1-6

Content Area Reading **Skills List No.** 600, 660

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To improve the ability to make and interpret analogies.

Activities: **What will be done, when, how much (time), by whom?**

1. Make up sentences in which one object is described and a second object is partially described. Students complete the description/analogy.
Example: 1) A ship without a rudder is like an automobile without ______.
(a steering wheel)
2) Legs to a chair are the same as _____to a car. (wheels)

2. Find pictures of related happenings. Try to find and list analogies, or relationships. Example:
an automobile race and a swim meet (or other sporting event)
a disastrous fire and a terrible flood

3. Make lists of activities of activities with similarities. These could be mixed up for matching. (cutting hair - mowing lawn).

4. Make comparison sentences to be completed.
Example: A man using a telegraph is like an Indian sending __________.
(smoke signals)
A boy riding a bike is like an Indian paddling a _____. (canoe).

5. Read paragraphs describing happenings in other countries. Find things that are similar to happenings in our country and discuss the associations. Example: A king's family -- the president's family.

6. Choose material at the students' reading level. Look for analogies to other things. Make lists of comparisons.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Given a list of partial analogies, the student will complete the analogies with 80% accuracy.

Total Days Participation ______________ **out of a possible** ________________

Criterion Attained: **Yes** ____________ **No** ____________ **Date** ______________

Teacher: ____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________________________ **Age** ______________
Last **First** **or**
Grade 1-6

Content Area Reading **Skills List No.** 66002

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To improve the ability to identify figurative phrases.

Activities: **What will be done, when, how much (time), by whom?**

1. Write pairs of sentences, having students identify which sentence contains a figurative phrase. Discuss meanings and alternate ways of saying the same thing. Examples:

a) Susan saw a pretty doll. Her eyes sparkled with delight when whe saw the doll.
b) John left for work in his car. John took off like a bullet when he left for work.

2. Write lists of sentences, some of which have figurative expressions. Students will identify which sentences have figurative phrases. The meanings should be discussed. Examples:

Tom's mom has to keep on her toes to keep up with the twins. (yes)
Joe likes to travel on the train. (no)
The oldtimer likes to spin a yarn to newcomers. (yes)
His answer backed him into a corner. (yes)

3. Look for examples of figurative language in reading material and newspapers. Make a list. Discuss meanings and other ways of saying the same thing.

4. Read poems and identify figurative expressions and phrases.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Given ten sentences, most of which have figurative phrases, the student will identify the figurative phrases with 90% accuracy.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** ______________ **No** ______________ **Date** ______________

Teacher: ______________________________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ **District:** ______________________ **Area** ____________

For Dates ______________ to ________________

Student Name ____ **Age** ____________
Last First **or Grade** 1-6

Content Area Reading **Skills List No.** 660

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To improve the ability to tell the meaning of figurative expressions.

Activities: What will be done, when, how much (time), by whom?

1. Prepare matching activities, such as this one, with figurative phrases to be completed. Match words to phrases.

A

1. dog
2. mule
3. roar
4. howling
5. leg
6. snake
7. diamonds
8. bear
9. fiddle
10. lark

B

1. No one trusts a ______ in the grass. (6)
2. John is as stubborn as a _______. (2)
3. Her eyes sparkled like _______. (7)
4. The doctor says he's as fit as a ______. (9)
5. Trouble seemed to _________ her footsteps. (1)
6. Bill was as hungry as a _________. (8)
7. The wind was _______ down the street. (4)
8. The driver completed the first _______ of the journey. (5)
9. The good news made her as happy as a ______. (10)

2. Prepare lists of sentences with figurative phrases underlined. Students will tell in their own words what the phrases mean.

3. Have students make up sentences and discuss meanings for the following figurative phrases: as good as gold, a terrible fix, weathered the storm, lose your head, white as a sheet, hot on the trail, bit my head off, a close shave, scattered to the four winds, the gateway to ______, beside herself with worry, make tracks for, couldn't make heads or tails, stand in your way.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given ten sentences with figurative phrases, the student will tell the meaning with 80% accuracy.

Total Days Participation ______________ **out of a possible** __________________

Criterion Attained: Yes ____________ **No** ____________ **Date** ______________

Teacher: ____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ **District:** ______________________ **Area** ____________

For Dates ______________ **to** ______________

Student Name ____ **Age** __________
Last **First** **or**
Grade 1-6

Content Area Reading **Skills List No.** 660

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To improve the ability to interpret proverbs and idioms.

Activities: **What will be done, when, how much (time), by whom?**

1. Type proverbs or sayings on 3" x 5" cards. Students draw a card, read the proverb and explain the meaning. Discussion and questions should follow each. Possible proverbs:
A stitch in time saves nine. Always look before you leap.
A bird in the hand is worth two in the bush.
Necessity is the mother of invention. Every cloud has a silver lining.
You can't judge a book by its cover. Misery loves company.
Don't count your chickens before they hatch. The early bird catches the worm.
You never miss the water until the well runs dry.

2. Play "Scrambled Sayings." Use some of the above proverbs plus others you can think of. Write them on a ditto in scrambled word order and the students write them correctly.

3. Provide a list of sayings for students to interpret orally.
All mankind is of one author. A good start is half the race.
Many receive advice; only the wise profit by it.
The best answer for anger is silence. All that glitters is not gold.
Common sense is not so common. Mighty oaks from tiny acorns grow.
Neither the foolish or the dead change their opinions.
The longest journey begins with one step.

4. Rewrite proverbs and have other students guess which famous proverb it was. Example: A small tear quickly mended will prevent a large patch later. (A stitch in time saves nine).

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Given five proverbs, the student will interpret their meaning with 80% accuracy.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: Yes __________ **No** __________ **Date** __________

Teacher: ____
Signature **Title**

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Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ District: ______________ Area: ______________

For Dates __________ to __________

Student Name: ______________________________ Age __________
Last First or
Grade __________

Content Area: Reading Skills List Ref. No. 700

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To improve the students' skills in punctuation.
(. ? ! , " ")

Activities:

1. Using chalkboard or overhead projector, demonstrate how punctuation can alter meanings:
    a. Father said, "Jack, come and play." "Father," said Jack, "Come and play."
    b. That little boy said his brother is dirty. "That little boy," said his brother, "is dirty." That little boy said, "His brother is dirty."

    Have children do this with similar sentences: Tom said Mary is always late.
2. Write stories at an easy reading level, omitting punctuation and capital letters. Have children put them in to make the story easy to read. Sample: The girl came home right after school her mother gave her some juice cookies and an apple she ate it all she said thanks and went out to play wasn't she a lucky girl

Sources:

1. Capitalization and Punctuation Games. Frank Schaffer Publications.
2. Capitalization and Punctuation Activity Book. Frank Schaffer Publications.
3. Mystery Marks Punctuation Center. Step-A-Head Company, Eugene, Oregon.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a paragraph, the student will put in the appropriate puncutation marks, with 80% accuracy.

Total Days Participation __________ out of a possible __________

Criterion Attained: Yes __________ No __________ Date __________

Teacher: ______________________________
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ District: ______________________ Area ____________

For Dates ______________ to ______________

Student Name ____ Age ____________
Last First
or
Grade 2-5

Content Area Reading Skills List No. 70001 - 70004

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will demonstrate understanding of punctuation.

Activities: What will be done, when, how much (time), by whom?

Give each child a copy of this paragraph:

I was walking past the old house suddenly the door opened what is that did I see that door move I did not wait to find out I ran away as fast as I could I never looked back did I ever go there again no

Challenge the children to supply the punctuation. They rewrite the paragraph, then draw a picture illustrating what they read.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Objective is attained with 85% accuracy on all punctuation.

Total Days Participation ______________ out of a possible ______________

Criterion Attained: Yes ____________ No ____________ Date ____________

Teacher: ____
Signature Title

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Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________ **Last** ______________ **First** **Age** ______________ **or Grade** 3-4

Content Area Reading - punctuation **Skills List No.** 70001, 70003

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To provide skill in using periods and question marks.

Activities: **What will be done, when, how much (time), by whom?**

Select a short paragraph from the children's reader. Type the paragraph, omitting periods and question marks. Make copies and have the children read the paragraph silently, marking the periods and question marks in green. After you review the papers have the children compare their paragraphs with the one in the reader.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Correct according to % scale. Objective attained with 70% correct on paper.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** ______________ **No** ______________ **Date** ______________

Teacher: ______________ **Signature** ______________ **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______ **District:** ______ **Area** ______

For Dates ______ **to** ______

Student Name ______ **Last** **First** **Age** ______ **or Grade** 2-5

Content Area Reading **Skills List No.** 70001 - 70003

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

Students will demonstrate understanding in the use of the question mark and period.

Activities: **What will be done, when, how much (time), by whom?**

Paste magazine pictures of situations, groups, landscapes, etc. on separate 12" by 18" sheets of construction paper, leaving space at the bottom. Write a simple question about the picture near the bottom of the paper. A child selects a picture. Now read that question to the child. Write the child's response to it below the question. Then read the question and the response and have the child repeat each. Invite the child to take the pictures home and read the question and answer. Stress punctuation marks.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

When student can identify orally a sentence that asks and one that tells, 8 out of 10, the objective has been attained.

Total Days Participation ______ **out of a possible** ______

Criterion Attained: **Yes** ______ **No** ______ **Date** ______

Teacher: ______
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ District: ____________________ Area ____________

For Dates ______________ to ________________

Student Name ____ Age __________
Last First or
Grade 2-5

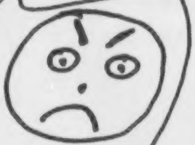
Content Area Reading Skills List No. 70002

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To develop understanding in the use of the exclamation point (!).

Activities: What will be done, when, how much (time), by whom?

Give students the activity sheet after reading a story or book. Students complete activity sheet.



I'm Mad

Boy, oh boy! There is something about this book I just finished that really makes me mad!!! And this is it!!!

Book: ____________________
Author: __________________
____
____
____

Criterion: What specific evidence will we accept to indicate that the objective was attained?

When student completes activity sheet with 80% accuracy in punctuation and sentence structure, the objective has been attained.

Total Days Participation ______________ out of a possible __________________

Criterion Attained: Yes ____________ No ______________ Date ________________

Teacher: ____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ to ______________

Student Name ______________ Last ______________ First ______________ **Age** ______ or **Grade** 1-6

Content Area Reading **Skills List No.** 720

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To improve the ability to distinguish truth from fantasy.

Activities: **What will be done, when, how much (time), by whom?**

1. To develop beginning concepts of truth and fantasy, have students answer yes or no to statements such as these: The moon is made of green cheese. A cow can fly. Apples grow on cherry trees. A girl can run. A kitten is bigger than me. An elephant can talk.

2. Read to the children several fairy tales. Discuss the elements that are not true. Use a "Could this have happened approach." Example, in Jack and the Beanstalk, could a beanstalk really grow that large? That fast? Could a castle really be at the top of a beanstalk?

3. Choose several stories at the child's reading level that have elements of fantasy as well as things that could really happen. After reading, make two lists: Things that could really happen/Things that could not really happen.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Given a list of ten statements about a story, the student will identify those that could really happen and those that could not really happen (fantasy), with 90% accuracy.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** ______________ **No** ______________ **Date** ______________

Teacher: ______________ Signature ______________ Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________ (Last) ______________ (First) **Age or Grade** 3-6

Content Area Reading (Inferential) **Skills List No.** 72001

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Students will distinguish fact from fiction.

Activities: What will be done, when, how much (time), by whom?

Challenge the children to write an unbelievable story about an umbrella. Have them illustrate their stories. Display the pictures and stories. Label the display "The Impossible Corner". The children read each others' stories and discuss what makes each unbelievable.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Objective is attained on completion of story and if student can discuss what makes it unbelievable.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: Yes ______________ **No** ______________ **Date** ______________

Teacher: ______________ (Signature) ______________ (Title)

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ to ______________

Student Name ______________________________ **Age** ______________
Last First **or**
Grade 1-6

Content Area Reading **Skills List No.** 720

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To improve the ability to distinguish fact from opinion.

Activities: What will be done, when, how much (time), by whom?

1. Start with a factual statement: Today is Wednesday, October 10. Is this a true sentence? How do you know? It is a fact we can verify with the calendar. "October is the best month of the year." Is this a fact, a true sentence? Can you verify it? It is an opinion. Why do you think the person thinks October is the best month of the year? Would everyone agree that is true? Opinions are one person's view of something and may not agree with anyone else's.

2. Start with facts and then make them into opinions. (Group or board work).
A dog is an animal.
I think dogs should be kept outdoors.
Underline clue words for opinions: I think, the most, the best. . .etc.
The worm is two inches long.
I think worms are ugly.
That house is brown. That brown house is the prettiest one.

3. Play a game. Write a factual statement on each game card. The player must change the factual opinion into an opinion. Use content area material if possible.

4. Draw a sentence strip from a pile. Read it, and tell if it is a fact or an opinion.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given ten sentences, the students will tell which are facts and which are opinions.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: Yes ______________ **No** ______________ **Date** ______________

Teacher: ____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ **District:** ______________________ **Area** ____________

For Dates ______________ **to** ________________

Student Name ____ **Age** ____________
Last **First** **or Grade** 3-6

Content Area Reading - Inferential Fact or Opinion **Skills List No.** 720

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To provide skill in determining whether a particular statement is factual or an opinion.

Activities: **What will be done, when, how much (time), by whom?**

Materials: a) set of cards containing sentences making statements of fact or opinion.
b) two cards labelled fact --- opinion.

Place your sentence cards face down on the table. Have your two cards (b) showing. The student picks up a sentence, reads it, determines whether it is a statement of fact or opinion, and places it under the appropriate heading.

Sentence examples:
1. All boys have muscles.
2. All boys can run fast.
3. All houses sit on a foundation.
4. Some houses are red.
5. All houses are red.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

When students categorize sentences with 85% accuracy, objective has been attained.

Total Days Participation ______________ **out of a possible** ____________________

Criterion Attained: **Yes** ____________ **No** ______________ **Date** ______________

Teacher: ____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________ **District:** ____________ **Area** ____________

For Dates ____________ **to** ____________

Student Name ____________ (**Last** / **First**) **Age** ____________ **or Grade** 2-3

Content Area: Reading **Skills List No.** 72002

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To provide skill in making sentences.

Activities: **What will be done, when, how much (time), by whom?**

Give the children copies of this activity. Have them draw a line from each sentence part on the left to a sentence part on the right, to make a whole sentence.

1. The rabbit — time to work.
2. I want — at the clown.
3. Let's walk — to play a game.
4. It is — on my birthday.
5. We laughed — in the rain.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

When children can write a sentence part on the left for the unmatched sentence part on the right and then connect the two parts with 90% accuracy, the objective has been attained.

Total Days Participation ____________ **out of a possible** ____________

Criterion Attained: **Yes** ____________ **No** ____________ **Date** ____________

Teacher: ____________ (**Signature** / **Title**)

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______ **District:** ______ **Area** ______

For Dates ______ **to** ______

Student Name ______ **Age**
Last First or

Grade 1-6

Content Area Reading **Skills List No.** 72003

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To improve the ability to evaluate propaganda.

Activities: What will be done, when, how much (time), by whom?

1. Introduce the seven basic Propaganda Techniques, perhaps on large signs with an example. Place around the room for daily discussion and evaluation. a) Bad Names - emotional reaction through words with unpleasant connotations. "relieve irritating itching."
b) Glad Names - appeals to noble emotions and senses. "seekers of truth and justice."
c) Transfer - use long-standing feelings of admiration toward something to sell a product or issue. ("politician's church; beauty queen endorsement.")
d) Testimonial - famous person endorsing product/issue/organization.
e) Plain folks - using the speech, dress, and interest of the audience to gain favor.
f) Stacking the Cards - withholding part of truth, slanting parts, and judgment.
g) Band Wagon - follow the crowd.

2. Have students use the newspaper to find ads to illustrate these types of propaganda. Discuss how some ads use more than one technique. Discuss how the techniques overlap (esp. testimonial, bandwagon, transfer).

3. Look for examples on television. List in class. During school elections or elections in the community evaluate slogans and printed material for propaganda techniques. Look for generalities, fuzzy words, and loaded words.

4. Look for words in advertisements that have strong connotations and imagery that appeal to your senses. "Hair that shines like the sun," "oozing with 23 herbs and spices," etc.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given five ads, the student will identify one or more propaganda statements or techniques in at least four of the ads.

Total Days Participation ______ **out of a possible** ______

Criterion Attained: Yes ______ **No** ______ **Date** ______

Teacher: ______
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** __________

For Dates __________ **to** __________

Student Name ______________________________ **Age** __________
Last **First** **or**
Grade 2-4

Content Area Reading **Skills List No.** 740

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To develop skill in predicting the outcome of a book.

Activities: **What will be done, when, how much (time), by whom?**

Give the student the following prediction activity sheet. This is to be filled out by the student prior to reading a book. Allow the student to browse through a book, looking at pictures, the table of contents, chapter headings, etc. Then after the brief exposure, complete the activity.

Draw a picture of the main character.

How will you look when you finish the book? Circle one.

I wonder what this book is about

What do you think the book will be about?

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

When the student completes the activity sheet, reads the book, and reviews with the teacher how accurate the predictions were, the objective has been attained.

Total Days Participation __________ **out of a possible** __________

Criterion Attained: **Yes** __________ **No** __________ **Date** __________

Teacher: ______________________________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______ **District:** ______ **Area** ______

For Dates ______ to ______

Student Name ______ Last ______ First ______ **Age** ______ or **Grade** 2-5

Content Area Reading **Skills List No.** 740

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To develop skill in predicting outcomes.

Activities: What will be done, when, how much (time), by whom?

Make crystal ball. Display short story books. Have children predict the outcome, then read the book. Compare.

I think this book will be

--make believe
--an animal story
--a comedy
--science fiction
--a mystery
--about history
--about famous people

I think the ending will be

--funny
--sad
--exciting
--scarry

I think the main character is

--a boy
--a girl
--nothing
--a plant
--a machine
--a building
--an animal

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Participation in the initial project and the completion of a book will attain the objective.

Total Days Participation ______ out of a possible ______

Criterion Attained: Yes ______ No ______ Date ______

Teacher: ______ Signature ______ Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________ **Age** ______________
Last **First** **or**
Grade 1-6

Content Area Reading **Skills List No.** 74005

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To improve the ability to evaluate the author's purpose.

Activities: **What will be done, when, how much (time), by whom?**

1. Discuss how an author's purpose in writing determines how he writes and where it is published. A writer may write to inform, amuse, convince, or arouse (to action). Find articles or paragraphs in the newspaper or magazines that illustrate these. At first you may want to find only those that can be classified as "information" and "fun."

2. Use the table of contents of a recently completed basal reader or other text. Classify stories as to "information" or "fun."

3. Using a newspaper, school newspaper, a children's section or other source, read selected paragraphs and discuss what the author's purpose was.

4. Compare an account of a sports (or other) event from the local paper, regional paper, and national magazine. Were they presented the same? Was it a straight news style or a feature? What was emphasized in each?

5. Find stories or books from the library on the same topic. How were they alike and different? What was the author's purpose?

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Given ten paragraphs, the student will identify the author's purpose (to inform, amuse, convince, or arouse) with 80% accuracy.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: Yes ______________ **No** ______________ **Date** ______________

Teacher: ______________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ **District:** ______________________ **Area** ____________

For Dates ______________ to ________________

Student Name ____ **Age** ____________
Last First **or**
Grade 1-6

Content Area Reading **Skills List No.** 76001

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To improve sight word vocabulary.

Activities: **What will be done, when, how much (time), by whom?**

1. Using the Dolch, Fry, or other sight vocabulary list, pretest the student on one level (preprimer, primer, first, etc.) or on the first 25 words. Make word cards for each word missed. Have the student dictate a sentence for each word and write it for him/her on the back of the card. Underline the word.

2. Make a word box for the student to keep the words needing practice. (Half of a cheesebox covered with contact paper is perfect). Make or purchase a set of index tabs with the alphabet letters. Practice daily the words from activity one. Check the child weekly on the same list. Have the child file words that have been mastered behind their beginning letter. Keep other words in the front for additional practice.

3. Play games using words from the list being practiced, such as Bingo, or any word card, open-ended game board, or Concentration.

4. Play TAKE. Make 4 small word cards of each word to be practiced, up to 12 words (48 cards). Distribute one card at a time to players, face up. Player reads Word. Next player is given a word and reads it. If he has the same word as any previous player has at the top of his stack, he may TAKE that player's whole pile. The winner is the player with the biggest pile at the end of the game.

5. Use Language Master or Tutorette with Audiocards of words being practiced - singly, in phrases, or in sentences.

6. Source: At the Pre-Primer or Primer Level there is an excellent set of sight vocabulary games and flashcards which can be duplicated for each child to make and take home: Contemporary Vocabulary Games, by Megan L. Senin: Prentice Hall Learning Systems, Inc.
Contemporary Ideas P.O. Box 47X
Englewood Cliffs, N.J. 07632

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will read the words from the list with 90% accuracy or better. Teacher should specify level and list (Dolch, Fry, or other).

Total Days Participation ____________ **out of a possible** ________________

Criterion Attained: **Yes** ____________ **No** ____________ **Date** ____________

Teacher: ____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________________________ **Age** ______________
Last **First** **or**
Grade 1-6

Content Area Reading **Skills List No.** 76001

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To improve speed and accuracy in sight word recognition.

Activities: **What will be done, when, how much (time), by whom?**

1. Set up a sight word timing program based on the Fry, Dolch, or other basic sight word list.
**An excellent program, A Basic Sight Word Program, is available from the Oregon State Department of Education, Title IV-C Office. It is free. Contact Chuck Nelson (378-6799) or Ray Talbert (378-6437). This program is based on the first 300 Fry Words. It is divided into sets of eight or nine words. Students read these eight words repeated in random order until they achieve criteria: 60 words per minute, two errors or less. This is done twice daily only until criteria is achieved, perhaps five minutes needed each day. You may wish to devise your own system of timing instead.

2. Practice difficult words in many other ways - flash cards, games, tracing, using words in sentences, etc.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will read 3 consecutive sets of sight words at a rate of 60 words per minute with 2 errors or fewer (criteria for moving to next set). On completion of 3rd set, the student will read the set of 25 words from all 3 sets, with 80% accuracy or better.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** ______________ **No** ______________ **Date** ______________

Teacher: ______________________________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ________

For Dates ____________ **to** ____________

Student Name ______________________________ **Age** ________
Last First or
Grade 2-3

Content Area Reading - Vocabulary Development **Skills List No.** 760

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

Students will increase skill in vocabulary development.

Activities: **What will be done, when, how much (time), by whom?**

Materials: old magazines, paste, and scissors.

Proceed: Have each child choose a word in a magazine and cut it out. The students then paste their words at the top of their writing papers. Have them say their words. (Display a handwriting model of the letters of the alphabet). The student copies the word below his or her cut-out word, using correct form. Then have the student write a sentence using the word. Have students read the word and sentence back to you. Have the children work with at least five new words each day. Keep each child's work in a booklet adding new words each day.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Objective is attained if students can say the words, read the words, and understand how to use the word in 100% of the instances.

Total Days Participation ____________ **out of a possible** ____________

Criterion Attained: **Yes** ________ **No** ________ **Date** ________

Teacher: ______________________________________
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________ **Last** **First** **Age or Grade** K-2

Content Area Reading - Vocabulary **Skills List No.** 760

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Students will increase vocabulary and sight words.

Activities: What will be done, when, how much (time), by whom?

Materials: felt markers.

Have each child make a booklet. Fasten the pages together so that more can be added. The children look for pictures of animals in magazines and other printed materials. Have them cut out the pictures and check to see that they have only one kind of each animal. Encourage the children to include animals that they do not know. The children paste the pictures in their booklets. More than one animal may be placed on each sheet. Using felt markers, they write the animal names beside the pictures. Help the children with identification of the animals and with the spelling of the names. Encourage them to add more animals to their books. This plan could be used in any catagory.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Objective is attained if children find 8 pictures and can read the names of 5 of the pictures.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: Yes ______________ **No** ______________ **Date** ______________

Teacher: ______________ **Signature** **Title**

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Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________ ______________ **Age** ______________
Last First **or Grade** K-2

Content Area Reading - Oral Reading - Vocabulary **Skills List No.** 760

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To increase oral reading skills.

Activities: **What will be done, when, how much (time), by whom?**

Invite the students to make a booklet and label it "Color Kit." The children use six to eight sheets of white paper for the pages. On each page, the child writes the name of the color using a marker or crayon of that color, composes and writes a sentence about the color, and pastes a collage of small pictures and/or swatches of that color. Encourage children to create a design on their construction paper booklet cover, using paper scraps of various colors.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

When students have completed project and can read 8 out of 10 sentences, objective has been attained.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** ______________ **No** ______________ **Date** ______________

Teacher: ______________ ______________
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ District: ______________ Area ______________

For Dates ______________ to ______________

Student Name ______________ Last ______________ First ______________ Age ______ or Grade 1-3

Content Area Reading Skills List No. 76001

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach holidays thereby increasing vocabulary.

Activities: What will be done, when, how much (time), by whom?

Briefly discuss St. Patrick's Day. Make a calendar. Mark the holiday on the calendar. Show a shamrock. Talk about its association with the occasion. Have concealed in a folder pictures of other symbols for special events and occasions, (heart, Christmas tree, cake, easter egg, snowman, etc.). Guide the children in thinking of pictures they often see at special times. As an item is mentioned that is in the folder, remove it, show it, and write the word under it. Have the group identify the event or occasion associated with it. They then name the symbol again and read the word.

Take the word from the picture and have the children match the word with the picture.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

When the children can name 12 symbols with a holiday and say the word with 90% accuracy, the objective has been attained.

Total Days Participation ______________ out of a possible ______________

Criterion Attained: Yes ______________ No ______________ Date ______________

Teacher: ______________ Signature ______________ Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________ **Age** ______________
Last First
or
Grade 2-5

Content Area Reading **Skills List No.** 760

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To develop vocabulary and to encourage creative expression.

Activities: What will be done, when, how much (time), by whom?

Materials: blackboard and word list on Thanksgiving or any Holiday.

Proceed: Guide your group in exploring feelings about various aspects of any American holiday such as Thanksgiving. Have students name words or sentence fragments that describe Thanksgiving. Put each contribution on a card. Arrange and rearrange the cards to "make" a poem. Try these as starters: giving thanks, happy people, cranberry tastes, roasting turkey smells, snowy days.

To encourage creative expression, have students complete sentences such as, "I like the way the holiday looks - smells - sounds - feels - because ______. Invite students to read the things they have written aloud. That way the misspellings don't show.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

When students can identify 4 out of 5 words on any given list and can complete creative sentences the objective is attained.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: Yes ______________ **No** ______________ **Date** ______________

Teacher: ______________ ______________
Signature Title

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Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________ District: ____________ Area ____________

For Dates ____________ to ____________

Student Name ______________________________ Age ________
Last First or
Grade 2-3

Content Area Reading Skills List No. 760

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To provide skill in word definitions.

Activities: What will be done, when, how much (time), by whom?

Have a child choose a word from their Spelling list (or other subject). He or she gives descriptive clues for that word. After each clue, a classmate has one turn to guess the word. The child with the correct answer writes the word on the board (help given). If that child defines the word correctly he or she chooses a word and gives clues.

Have your group decide or establish rules for the number of clues to be given.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Participation and correct answers with 80% accuracy will attain this objective.

Total Days Participation ____________ out of a possible ____________

Criterion Attained: Yes ________ No ________ Date ________

Teacher: ______________________________
Signature Title

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Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________ (**Last**) ______________ (**First**) **Age** ______ **or Grade** 2-4

Content Area Reading - Word Perception **Skills List No.** 760

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Students will increase perception skills.

Activities: What will be done, when, how much (time), by whom?

Write the word "DUCKS" on the chalkboard. The students cut different sizes of letters that spell "DUCKS" from magazines. Each letter should be a little larger or smaller than the following letter so that when combined to spell "DUCKS", they are in order according to size. The children paste the letters in Spelling order on colored construction paper. Then beginning with the letter "U" in ducks, the children paste different sizes of cutout letters vertically in order to size to spell "UMBRELLA." In like manner, they use the "R" in umbrella to form the word "SPRING," the "L" to spell "APRIL" and the "A" to spell "RAIN."

Criterion: What specific evidence will we accept to indicate that the objective was attained?

When students have completed project, objective is attained.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: Yes ______________ **No** ______________ **Date** ______________

Teacher: ______________ (**Signature**) ______________ (**Title**)

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______ District: ______ Area ______

For Dates ______ to ______

Student Name ______ Last First Age ______ or Grade 1-4

Content Area Reading - phrases Skills List No. None

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To develop skill in phrase reading.

Activities: What will be done, when, how much (time), by whom?

Have the children cut several large letters from magazines or printed matter and paste each letter on a paper square. Challenge them to find two words that begin with the sound of the letter and that form a phrase. Using the cut-out letter as the first letter of each of the two words, the children complete the spellings. Make a bulletin board collage of the phrases and encourage children to read the catchy terms.

Example:

Fat
Father

Hurry
Home

Angry
Animals

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Objective attained when project is completed and children can read 8 out of 10 phrases.

Total Days Participation ______ out of a possible ______

Criterion Attained: Yes ______ No ______ Date ______

Teacher: ______ Signature ______ Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________ ______________ **Age** ______________
Last First
or
Grade 3-6

Content Area Reading Phrases **Skills List No.** None

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

Students will develop oral reading skills.

Activities: **What will be done, when, how much (time), by whom?**

Have the students assemble in groups. Each group develops a list of phrases that suggest the use of good manners. Have the groups compare their lists and strike out any duplicate phrases. Assign two or three children to collect the lists and copy the phrases on large paper strips. Make a board display of a rabbit waving a magic wand over a black hat with a slit in it. Insert the phrase strips in the slit in the hat. Each day, have a child remove and show a phrase. The class reads it and role-plays a situation in which they use the phrase. For example: clean hands, stinky feet, nice hair, etc.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Objective is attained if and when students participate in the activity and can read all phrases with 70% accuracy.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** ______________ **No** ______________ **Date** ______________

Teacher: ______________________________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ **District:** ____________________ **Area** ____________

For Dates ____________ **to** ________________

Student Name ____ **Age** __________
Last **First** **or**
Grade 1-6

Content Area Reading **Skills List No.** 78002

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To improve the ability to use words with multiple meanings.

Activities: **What will be done, when, how much (time), by whom?**

1. Select common words that have many different meanings. Have students volunteer as many different meanings and uses for the word as possible. Start with set. Elicit these and other meanings in phrases or sentences.
Set the table; set of dishes; set the clock; a TV set; a set of tennis; ready, set, go; jet set; set in one's ways.
Try other words that have many meanings: fly, miss, free, handle, head, fine, fence, air, cool, light, ball, match, press, banked. This can be done over several weeks.

2. Write two sentences using the same word, used differently. Have students write or tell the meaning of the word in each sentence.
Example: The spider crawled under the board.
The school board met last week.
John bought a can of tuna.
Mary will can fruit for next winter.

3. Have students write as many sentences with different meanings, using the same word, as they can. Repeat on other days until all words have been used. Discuss and compile lists. Other possible words: air, blue, can, horse, mine, fence.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Given five common words with multiple meanings, the student will use the word in sentences in at least two ways.

Total Days Participation ____________ **out of a possible** ________________

Criterion Attained: **Yes** __________ **No** ____________ **Date** ____________

Teacher: ____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ **District:** ______________________ **Area** ____________

For Dates ______________ to ______________

Student Name ____ **Age** ____________
Last **First** **or**
Grade 1-6

Content Area Reading **Skills List No.** 78003

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To improve the ability to use words that are spelled the same but have different pronunciations. (homographs)

Activities: **What will be done, when, how much (time), by whom?**

1. Discuss with students that some words are spelled the same but have different pronunciations and meanings. Context, or use of the word, gives us a clue to the meaning and pronunciation.

Use common homographs, such as wind, read, live to show the two pronunciations and meanings. Use in sentences. If parts of speech have been taught, you could show wind as a verb, wind as a noun, etc.

2. Use the same word in both blank spaces, but show the different pronunciation by marking the different vowel sound or accent.
tear - When she saw the _____ in the dress, a _____ came to her eye.
live - John was lucky to _____ after touching the _____ wire.
read - After you _____ a book, you may say you have _____ it.
present - He hoped to be _____ to _____ the awards.
object - The teacher will not _____ if we bring this type of _____ to class.
close - We will _____ the broadcast of a very _____ game.
excuse - He will not _____ a player from practice without a good _____.
address - He will _____ the group if you give him the _____ of the meeting place.

3. Write sentences for each stimulus word: re fusé ref´use; re cord´, rec´ ord; lead, lēad; sub´ ject, sub ject´; con´tract, con tract´; ex´tract; ex tract´; pro´duce, pro duce´.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Given five words which have two pronunciations and meanings, the student will use each word in two sentences showing the pronunciations and meanings with 80% accuracy.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: Yes ____________ **No** ____________ **Date** ____________

Teacher: ____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ District: ______________ Area: ______________

For Dates ________ to ________

Student Name: ______________________ Age or Grade ________
Last First

Content Area: Reading Skills List Ref. No. 80001

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To improve the students' ability to identify pronoun referents.

Activities:

1. Play "Mystery", a teacher-devised game. Read a sentence or sentences. Ask questions such as "Who did it?" Who are they in the sentences?" "Who is she?" Use reading material available for her father." Ask: "Who is she?" or what pronoun could we use for "her father." (him)
2. Using reading materials, practice substituting she, her, he, him and other masculine/feminine pronouns for proper nouns and other easily identified nouns.
3. Using a red crayon or pencil, circle all nouns you could replace with she. Circle with blue all nouns that could be substituted with he. Use green (or other neutral color) for all nouns that could be replaced by it. Discuss examples that may have several correct answers.

Sources:

1. Pronoun Parade, Levels A-E. Dexter Westbrook.

Criterion; What specific evidence will we accept to indicate that the objective was attained?

The student will identify the pronoun referent with 83% accuracy on the last give cards of Pronoun Parade. Given five sentences, the student will substitute pronouns for nouns with 80% accuracy. Possible test sentences: Freddie said, "I am little." (he) - Polly and Jack are in the train. (they) - Give it to Jack. (him) - Jane said, "I am here." (she) - You can ride in the train. (it).

Total Days Participation ________ out of a possible ________

Criterion Attained: Yes ________ No ________ Date ________

Teacher: ______________________________
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ District: ______________ Area: ______________

For Dates __________ to __________

Student Name: ______________________ (Last) (First)

Age or Grade ______________

Content Area: Reading

Skills List Ref. No. 80002

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To improve the students' interpretation and identification of key phrases in answering questions--who, what, when, where, how.

Activities:

1. Use five different colored crayons. Select passages from students' instructional reading level (any current materials) and type or use pre-printed ditto masters. Have student circle all the "who" phrases with one color, all the "when" phrases with another, etc.
2. Play teacher-developed games, utilizing key question phrases. Make a spinner with 5 or 6 areas--who, what, when, where, how, why. Make a group of sentence cards from any reading source of the correct level. Any open-ended game board may be utilized, or make one with some spaces on the gameboard that five directions such: Move back three spaces.. If you answered a where question, move ahead two..etc. Spin spinner to see which phrase to identify. Draw a sentence card. If the student correctly identifies the phrase, he moves ahead, unless he lands on a direction space and then he must do as it says. If his sentence card does not contain that element, he remains in the same spot.
3. Excellent activity for learning to read a newspaper (for upper grade students).

Sources:

1. Understanding Word Groups, Levels A, B, C. Dexter Westbrook.
2. Who, What, When, Where, Why, Activity Book or Duplicating Masters. Frank Schaffer Publications.

Criterion; What specific evidence will we accept to indicate that the objective was attained?

Given _____ sentences, the student will correctly identify the key phrases in answering questions with 80% accuracy.

Total Days Participation ______________ out of a possible ______________

Criterion Attained: Yes __________ No __________ Date ______________

Teacher: ______________________ (Signature) (Title)

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______ District: ______ Area ______

For Dates ______ to ______

Student Name ______ Age ______
Last First or
Grade 3-4

Content Area Reading Skills List No. 80002

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To provide skill in identifying signal words: 1. who 2. what
3. where 4. when

Activities: What will be done, when, how much (time), by whom?

Have the children discuss the purpose of an invitation. Remind them that it must answer these questions: When? Where? What time? Special dress? Have the children compose an invitation to a Halloween party. When the invitations are perfected, the children copy and decorate the invitations on special paper.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

When student has accurately composed an invitation the objective is attained.

Total Days Participation ______ out of a possible ______

Criterion Attained: Yes ______ No ______ Date ______

Teacher: ______
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________ **District:** ____________ **Area** ____________

For Dates ____________ to ____________

Student Name ____________ (Last) ____________ (First) **Age or Grade** 3-5

Content Area Reading - Structural Analysis **Skills List No.** 80002

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To provide skill in identifying signal words: who, what, when, where, how.

Activities: **What will be done, when, how much (time), by whom?**

Cut five trees from colorful construction paper or tissue paper. Make stands for the trees and label them "WHO" "WHAT" "HOW" "WHY" "WHEN" and "WHERE". Any holiday or seasonal shape can be used in place of the trees, such as a pumpkin-shaped ornament for Halloween, hearts for February, or fall leaves for autumn. Cut plenty of ornaments, ribbons, and stars on which words and phrases are written to fit into the question word categories. For example: "The School" "Mother" (What - Who tree); "Quickly" "With a Hammer " (How tree); "A Week Ago" (When tree); and "On the Other side of the Moon" (Where tree).

Have students fit the sentence in the right category.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

If students can, with 80% accuracy, place sentence under correct caption objective has been attained.

Total Days Participation ____________ **out of a possible** ____________

Criterion Attained: **Yes** ____________ **No** ____________ **Date** ____________

Teacher: ____________ (Signature) ____________ (Title)

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______ **District:** ______ **Area** ______

For Dates ______ **to** ______

Student Name ______ **Last** ______ **First** ______ **Age** ______ **or Grade** 3-6

Content Area Reading **Skills List No.** 800

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To provide skill in interpretation of words which identify or answer questions.

Activities: **What will be done, when, how much (time), by whom?**

Proceed: List these sentences on paper in the left-hand column: 1) please be seated; 2) I did not hear you; 3) I do not see it; 4) you should hurry; 5) Speak softly. In the right-hand column, list these sentences: a) What did you say? b) Can't you go faster? c) Whisper. d) Sit down, please e) I can not find it. Give the children copies of the worksheet. Have them read it silently and draw a line from each statement on the left to the one on the right that has the same meaning.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Objective is attained when the student reaches 80% accuracy on the worksheet.

Total Days Participation ______ **out of a possible** ______

Criterion Attained: **Yes** ______ **No** ______ **Date** ______

Teacher: ______ **Signature** ______ **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________ District: ____________ Area: ____________

For Dates ________ to ________

Student Name: ______________________ (Last / First) Age or Grade ________

Content Area: Reading Skills List Ref. No. 82001

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To improve the students' identification and use of synonyms.

Activities:

1. Play Snyonym Concentration. Prepare two decks of cards, writing one word in red, its synonym in blue. Turn all cards face down to play. Each player turns up two cards in an attempt to match the synonyms. Use 8 word decks at first for primary children, more for advanced.

Deck I	Deck II (easier)	Deck I	Deck II
big	large	tired	weary
little	small	ancient	antique
start	begin	caution	warn
gift	present	expert	skillful
right	correct	fatal	deadly
penny	cent	glory	splendor
almost	nearly	connect	join
stone	rock	conquer	defeat
happy	merry	custom	habit
sad	unhappy	severe	stern
shut	close	gloomy	sad
trip	journey	rough	coarse
pretty	beautiful	watch	guard
cry	weep	chief	leader

2. Using the word pairs above, prepare ditto sheets for student to complete. Student may be given words to match or blanks for synonyms to be matched.
3. Using words above, prepare cards for Synonym Bingo. (9, 12, or 25 squares may be used.) Teacher reads snyonym, student covers its mate on his card.

Source: Antonyms, Synonyms, and Hononyms Games. Frank Schaffer Publications.

Criterion; What specific evidence will we accept to indicate that the objective was attained?

Given a list of ten words, the student will name one or more synonyms with 90% accuracy.

Suggested words: moist, auto, middle, still, stay, bald, hurt, ill, swift, thin, correct, speak.

Total Days Participation ____________ out of a possible ____________

Criterion Attained: Yes ________ No ________ Date ____________

Teacher: ______________________________________
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________ **Age** ______________
Last **First** **or**
Grade 3-5

Content Area Reading - Vocabulary **Skills List No.** 82001

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To develop understanding of synonyms.

Activities: **What will be done, when, how much (time), by whom?**

On the board draw a balloon man holding 15 balloons of the same size as the drawing. Using the word pair list that follows, print one word of each pair on each half of balloon.

see - spy
quick - fast
right - correct
sore - hurt
autumn - fall
rock - stone
over - above
tiny - small
cold - frigid
silly - insane
forest - woods
big - large
store - market
tidy - neat
beautiful - pretty

Draw a line between the balloons. Match line "a" with a half balloon from line "b".

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Objective is attained when students can match the balloons with 90% accuracy.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** ______________ **No** ______________ **Date** ______________

Teacher: ______________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ District: ______________ Area ______________

For Dates ______________ to ______________

Student Name ______________ Last ______________ First ______________ Age ______ or Grade 2-5

Content Area Reading Skills List No. 82001

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Student will identify synonyms.

Activities: What will be done, when, how much (time), by whom?

Cut fish shapes from oaktag. Write a pair of synonyms on each fish. Draw eyes on the fish and cover the shapes with clear adhesive paper. Cut each fish into a two-piece puzzle. Place all the pieces in a box. A child fits the two pieces of each puzzle together to find the correct synonym match. Cut each puzzle in a different way.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

When a student can match 8 out of 10 synonyms the objective is attained.

Total Days Participation ______________ out of a possible ______________

Criterion Attained: Yes ______________ No ______________ Date ______________

Teacher: ______________ Signature ______________ Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ District: ______________ Area: ______________

For Dates __________ to __________

Student Name: ______________________ (Last) (First)

Age or Grade __________

Content Area: Reading

Skills List Ref. No. 82002

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To improve students' identification and use of homonyms. (Words with the same pronunication, different spelling and meaning.)

Activities:

1. Have a homonym contest. Teams of two students find as many pairs of homonyms as they can from many sources. (This should be done after some basic instruction.) Each valid pair counts as one point. Points may be deducted for invalid pairs.
2. Using homonym pairs from the homonym contest, (or other source) have students write sentences to illustrate each **word's** meaning.
3. Play concentration, using homonym pairs. Students turn over cards two at a time, seeking to turn a pair of homonyms at the same time.

Sources:

1. Reading Homonyms, Book A, B-1, B-3, C-1, C-2. Dexter Westbrook.
2. Pair of Pairs - Center in Homonyms. Step-A-Head Company, Eugene, Oregon.
3. Antonyms, Synomyms and Homonyms, (games). Frank Scahffer Publications.

Criterion; What specific evidence will we accept to indicate that the objective was attained?

Given 10 pairs of homonyms, the student will give their meanings or use them in a sentence with 90% accuracy.

Suggested test words:

sent-cent-scent
buy-by-bye
week-weak
horse-hoarse
aisle-I'll
seen-scene
tale-tail
made-maid
son-sun
meat-meet

Total Days Participation __________ out of a possible __________

Criterion Attained: Yes __________ No __________ Date __________

Teacher: ______________________________
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________ ______________ **Age** ______________
Last First **or Grade** 3-5

Content Area Reading **Skills List No.** 82002

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To provide skill in identifying homonyms.

Activities: **What will be done, when, how much (time), by whom?**

On the chalkboard draw a rabbit and a garden at the right of the rabbit. Make a path of rock shapes between the rabbit and the garden. Tape a paper rabbit on the end of a pointer. Have homonyms written on the rocks. Have the children take turns helping the rabbit jump into the garden by naming a homonym for the one given on the rock.

Remind them to start on the left by holding the pointer so that the rabbit will move to the right.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

If students can give 7 out of 10 homonyms the objective is attained.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** ______________ **No** ______________ **Date** ______________

Teacher: ______________________________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: District: Area:

For Dates to

Student Name: Last First

Age or Grade

Content Area: Reading

Skills List Ref. No. 82003

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To improve the students' identification and usage of antonyms or opposites.

Activities:

1. Small group: Play "Hill and Valley". Draw a picture of a hill and valley on chalkboard. All students names are in the valley. Students challenge each other in turn to name an antonym. When a student misses, the one challenging moves up the hill one step and the next student begins challenging. Teacher may provide lists of snyonyms, if desired. The winner is King of the Hill.
2. Make puzzles with antonyms. Have children make them. Starting with strips of squares, cut each pair of antonyms apart in a unique manner.
3. Use word cards with antonyms to play concentration, or simply match them. Make this activity self-correcting by assigning each pair the same number on the back (matching only).

Suggested word pairs:
noisy-silent
winner-loser
true-false
late-early
hard-easy
cry-laugh
odd-even
city-country
smooth-rough
sad-joyful
clever-stupid
moist-dry
wept-laughed
polite-rude
deep-shallow
ancient-modern
night-day
clean-dirty

Sources:
1. Phonic Workbook B., pp. 183-185. Modern Curriculum Press.
2. Antonyms, Synonyms, and Homonyms Game. Frank Schafter Publications.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given ten or more words, the child will name its opposite, or antonym.

Sample Test words: easy (difficult), high (low), thin (fat), light (dark/heavy), poor (rich), short (long), hot (cold), bottom (top), soft (hard), awake (asleep).

Total Days Participation out of a possible

Criterion Attained: Yes No Date

Teacher: Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________ (**Last**) ______________ (**First**) **Age or Grade** 1-6

Content Area Reading **Skills List No.** 86002

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To increase reading speed on reading materials at an independent (easy) reading level.

Activities: **What will be done, when, how much (time), by whom?**

1. Select material of interest to the student but written at least one grade level below his reading level.
2. Have a chart for the student to record his speed on each selection and to keep track of his progress. Use three or four minute tests, over at least a two week period. Make short comprehension checks to be sure comprehension is being retained.

3. Discuss characteristics of a good reader:
   a) Does not read word-by-word.
   b) Combines words into phrases based on thought units.
   c) Reads different materials at different rates according to his purpose.

4. Provide practice in reading easy material by thought units. If necessary, type up reading materials with space between thought unit phrases.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Given five short, easy reading selections over five days, the student will increase his reading rate (over 300 words per minute) and retain good comprehension of the selections.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** ______________ **No** ______________ **Date** ______________

Teacher: ______________ (**Signature**) ______________ (**Title**)

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ **District:** ______________________ **Area** ____________

For Dates ____________ to ______________

Student Name ____ **Age** ____________
Last **First** **or**
Grade 1-6

Content Area Reading **Skills List No.** 86003

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To improve ability to skim reading materials for main ideas and details.

Activities: **What will be done, when, how much (time), by whom?**

1. Discuss how skimming is a form of rapid reading, similar to previewing. A reader should skim first and last sentences to find the main idea, and also look for important details indicated by cue words and phrases. Cues such as italicized words, numbered sentences, words such as first, second, because, in addition to, also, and but are signals pointing out the supporting details.
2. Practice skimming on timed reading tasks. Begin with a single paragraph to find the number of details, what support the author has for his main idea, the order of the details. Use materials from many content sources - especially science and social studies.
3. Use two and three paragraph selections to skim for the overall ideas and supporting details.
4. Use newspapers for skimming. Point out that the first sentence of an article usually answers the four basic questions - who, what, when, where - with the rest of the article adding details.
5. Have each student skim a newspaper page for about two minutes. Then have each student list as many different topics as he can recall.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Given an article to skim, the student will identify the main idea and most important details with 80% accuracy.

Total Days Participation ______________ **out of a possible** ____________________

Criterion Attained: **Yes** ____________ **No** ____________ **Date** ______________

Teacher: ____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ **District:** ______________________ **Area** ____________

For Dates ______________ to ________________

Student Name ____ **Age** ____________
Last First
or
Grade 1-6

Content Area Reading **Skills List** 86004

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To improve the ability to scan for details.

Activities: **What will be done, when, how much (time), by whom?**

1. Discuss the need to vary reading rate with purpose. Scanning is a type of reading used to locate quickly specific information in printed materials without reading the entire page. Ask students for examples of scanning. (Looking up a specific word, phrase, date, number, index, telephone directory, dictionary). Emphasize the three steps in scanning:
a) Knowing what is being sought and its likely form,
b) Looking swiftly over the page, column, list, and expecting the fact to stand out from the rest of the page, and
c) Verifying the answer when found by reading it carefully.

2. Start scanning exercises with short amounts of material, only a paragraph, then work up to a page, several pages, a section, a chapter. Find a series of short paragraphs. Ask reader(s) to find a single fact - a name, date, number, or phrase. Use a stop watch to emphasize speed. Point out the likely form of the answer - i.e. numerals, italics, capital letters - to ensure early success.

3. Scan lists, charts, indexes, and other textbook elements by asking for specific information. Use the dictionary or glossary to find specific words rapidly. Use the telephone directory to find names rapidly.

4. Work up to longer selections. Discuss eye movements from top to bottom in a Z-shaped pattern. If materials have been previewed, students will discover it is easier to scan for a specific fact and will quickly find the most likely portion and scan that first.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Given a series of factual questions, the student will scan for the information with 90% accuracy and good speed.

Total Days Participation ______________ **out of a possible** ________________

Criterion Attained: Yes ____________ **No** ____________ **Date** ______________

Teacher: ____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ________

For Dates ____________ **to** ____________

Student Name ______________________________ **Age** ________
Last **First** **or**
Grade 4-5

Content Area Reading **Skills List No.** 90004

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To teach analysis of symbols and translation into meaning - diagrams.

Activities: **What will be done, when, how much (time), by whom?**

Make an enlarged copy of the section of the city map where your school is located (or where the children live). Display the enlargement and have the children copy the map on 12" by 24" paper. Help them identify the streets and ask them to think about important places located in that section of the city. Have the children cut from colored construction paper scraps, small shapes of these places. They write the place names on the shapes and paste them on the right streets on their maps. Encourage them to put their homes on the maps, if their streets are included in the city section.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

When the map is completed with instruction the objective is attained.

Total Days Participation ____________ **out of a possible** ____________

Criterion Attained: **Yes** ________ **No** ________ **Date** ________

Teacher: ______________________________________
Signature **Title**

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Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ **District:** ______________________ **Area** ____________

For Dates ______________ **to** ________________

Student Name ____ **Age** ____________
Last **First** **or**
Grade 1-6

Content Area Reading **Skills List No.** 90006

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To improve beginning map skills.

Activities: What will be done, when, how much (time), by whom?

1. Make a map of the neighborhood, community, or school. This can be done in small groups. Discuss scale and symbols to be used. Practice locating streets, buildings, parks, rivers, and distances between locations. Tell a story about someone going somewhere on the map. There should be several changes of directions. After the story is over, students can trace the route.

2. To practice East-West, North-South, draw an intersection of two streets, indicating the directions. Write (or read to students) instructions for things located on the intersection. (Example: draw a square on the SW corner for a filling station. There is a lot on the NW corner. Write "lot" there).

3. Draw a large intersection on the board. Show locations of various buildings, people's homes, parks, playgrounds, and other features. List several questions that can be answered by reading the map. Check answers together and locate on the map. Sample questions: On which street does Susan live? Does Nancy live N or S of John? Who lives closest to the school?

4. Obtain maps of your community. Have each student plan a trip to an interesting spot, tell how he plans to get there, and mark the exact route. Later, or with older children, plan and mark trips outside the city or state.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given ten questions about sample map, the student will answer the questions with 80% accuracy.

Total Days Participation ______________ **out of a possible** ____________________

Criterion Attained: Yes ____________ **No** ____________ **Date** ______________

Teacher: ____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________ **District:** ____________ **Area** ____________

For Dates ____________ **to** ____________

Student Name ____________________ **Age** ________
Last **First** **or**
Grade 1-6

Content Area Reading **Skills List No.** 900

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To improve the student's ability to locate places on maps, and globes.

Activities: **What will be done, when, how much (time), by whom?**

1. Collect maps, brochures, and pamphlets with maps. Glue each inside a file folder. Ask pertinent questions for students to answer on separate sheets. Examples: How far is it from _______ to ________? What city is on the _________River? Which city is closest to __________?

2. Make an outline map of an area. Number several places on the map. List cities, rivers, mountains, and other features to which the numbers refer. Students refer to other maps and globes and write correct names by the numbers.

3. Using a layout map of a zoo, Disneyland, Enchanted Forest, or other place, have students identify symbols, directions, major exhibits, and other features. Each student can pretend to be a tour guide and lead a small group through the tour using the map.

4. Make up lists of questions in file folders to go with different types of maps from layout maps, city maps, road maps, map of U.S., globe. This will allow for student to work independently.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will locate ten places on a map or globe or answer ten questions about locations on a map with 80% accuracy.

Total Days Participation ____________ **out of a possible** ____________

Criterion Attained: Yes ____________ **No** ____________ **Date** ____________

Teacher: ______________________________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________ (**Last**, **First**) **Age or Grade** 3-6

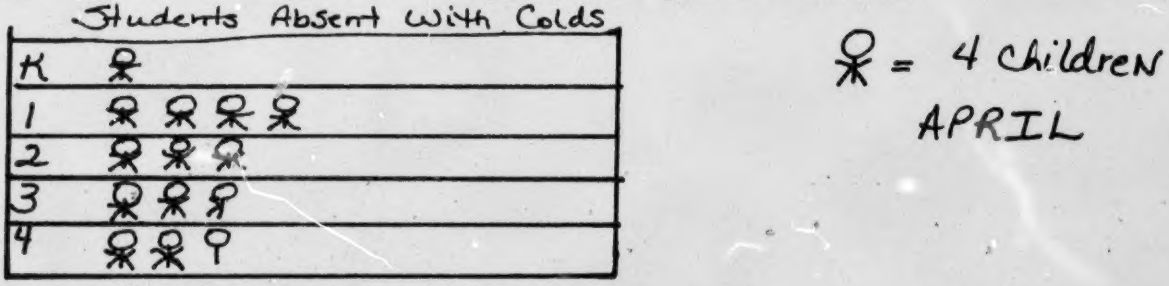
Content Area Reading (Study Skills) **Skills List No.** 900

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

Students will read a picture graph.

Activities: **What will be done, when, how much (time), by whom?**

Materials: none.
Proceed: Have students collect information on how many students were absent with colds in a month. Form your graph on a large chart so students can read and work together. Each picture is equal to 4 children.



Read the picture graph to find the answer to questions.

1. For which month does the picture graph show absences?
2. How many grades does the picture graph cover?
3. How many children does each figure stand for?
4. How many were absent in grades 3? 4? K?
5. How many children in all were absent?

Add more questions.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

When students can answer 85% of the questions asked on a Picture Graph your objective has been attained.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: Yes ______________ **No** ______________ **Date** ______________

Teacher: ______________ (**Signature**, **Title**)

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ **District:** ______________________ **Area** ____________

For Dates ______________ to ________________

Student Name ____ **Age** ____________
Last **First** **or**
Grade 3-6

Content Area Reading (Study Skills) **Skills List No.** 900

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To help students organize information into a table graph.

Activities: **What will be done, when, how much (time), by whom?**

Materials: Daily attendance records for two groups or classroom for 1 week or more.

Proceed: Divide your group into two groups. Each group has one list of information. Group A shows the reasons why kids were absent. Group B has the number of kids who were absent for each reason. Organize information into a table. The title shows what the table is all about.

The information is arranged in four columns. The first column shows the reason for absences. The next two columns show the number of absences from each room. The last column is for the total number of absences. Students read the table to find the answer to each question.

April Absences

Reason	Rm 61	Rm 102	Total
cold	10	14	24
headache	6	4	10
out of town	3	5	8

1. How many reasons for absences? ______________
2. What classrooms are listed? ______________
3. Which reason caused the most absences? ______________
4. How many children were absent because of headaches? __________ colds? ________ etc.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Objective is attained when students can read a table graph by answering 100% of questions asked.

Total Days Participation ______________ **out of a possible** __________________

Criterion Attained: Yes ____________ **No** ____________ **Date** ______________

Teacher: ____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ to ______________

Student Name ______________________________ **Age** ______________
Last **First** **or**
Grade 3-6

Content Area Reading (Study Skills) **Skills List No.** 900

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

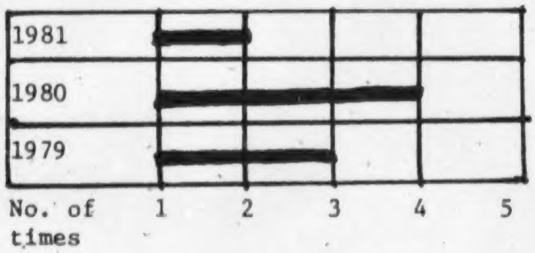
Students will read a bar graph.

Activities: **What will be done, when, how much (time), by whom?**

Materials: A chart for a bar graph.

Proceed: Another kind of graph is a bar graph. It uses bars rather than pictures to show facts.

Trips to Texas



Then proceed to ask questions. They can be oral or written.

1. What does each bar stand for?
2. How many trips to Texas in 1979? 1981?
3. In what year were only two trips made?
4. In which year was the fewest trips made?
5. How many trips were made altogether?

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

When students can answer 85% of the questions asked, the objective has been attained.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** ______________ **No** ______________ **Date** ______________

Teacher: ______________________________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______ **District:** ______ **Area** ______

For Dates ______ to ______

Student Name ______ **Age** ______
Last First
or Grade 3-6

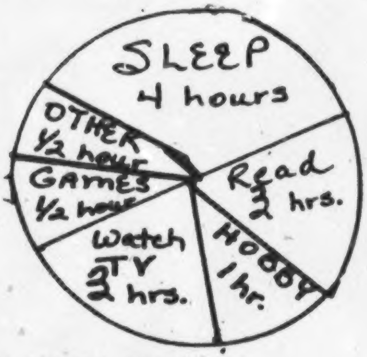
Content Area Reading - Study Skills (Tables + Graphs) **Skills List No.** 900

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

Students will read an area graph.

Activities: **What will be done, when, how much (time), by whom?**

Materials: a chart for an area graph.
Ask students to gather information on how someone spends their time. Teacher can offer herself as a resource. Draw a circle. The whole circle stands for 12 hours. The parts show how many hours were spent on each activity.



March

Read the area graph to answer questions.

1. How much time did the students spend watching TV?
2. How much time did the students spend reading?
3. How much time did the students spend sleeping?
4. On what was the least time spent? the most?
5. How many hours does 1/2 the circle stand for?

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

When students can answer 85% of the questions asked the objective is attained.

Total Days Participation ______ **out of a possible** ______

Criterion Attained: **Yes** ______ **No** ______ **Date** ______

Teacher: ______
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______ **District:** ______ **Area** ______

For Dates ______ **to** ______

Student Name ______ **Age** ______
Last **First** **or**
Grade 1-6, 1-3

Content Area Reading **Skills List No.** 920

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To improve the ability to use the dictionary at the primary level.

Activities: What will be done, when, how much (time), by whom?

1. Introduce the students to Picture Dictionaries. Practice finding words with a given letter. Look at the definition or word used in a sentence.

2. Have students make their own picture dictionary.

3. List words from a picture dictionary or a simple dictionary. Have students find the word before and after that word.

4. Play a word game. Have each team or individual locate a word or find the definition of a word. The first to locate the information gets a point.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given 10 words, the student will locate them in the picture dictionary or simple dictionary with 90% accuracy.

Total Days Participation ______ **out of a possible** ______

Criterion Attained: Yes ______ **No** ______ **Date** ______

Teacher: ______
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________ (Last) ______________ (First) **Age or Grade** 1-6

Content Area Reading **Skills List No.** 92001

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To improve the ability to arrange words in alphabetical order (dictionary skill) by the first letter.

Activities: **What will be done, when, how much (time), by whom?**

1. Practice arranging flannel letters in alphabetical order.

2. Give student three letters to arrange in alphabetical order. Increase the number of letters to four, five, six, or more.

3. Orally drill on letters coming before and after a given letter.

4. List five names of classmates on the chalkboard. Have student arrange the names in alphabetical order. Increase the number of names and repeat over several days.

5. Prepare several sets of index cards - five to a set, a word on each. Each player has a set. At the signal every player arranges words in alphabetical order. First person done scores 3 points, second gets 2 points, third gets one point. Shuffle cards and pass to next player. Repeat until each player has had each set. Winner is the player with the most points.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Given a list of ten words, the student will arrange the words in alphabetical order with 80% accuracy or better.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** ______________ **No** ______________ **Date** ______________

Teacher: ______________ (Signature) ______________ (Title)

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________ **District:** ____________ **Area** ____________

For Dates ____________ **to** ____________

Student Name ____________ (**Last**) ____________ (**First**) **Age or Grade** 3-6

Content Area Reading **Skills List No.** 92001

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To provide skill in alphabetizing by the first letter.

Activities: **What will be done, when, how much (time), by whom?**

Cut out a large coiled snake, with a final length of no more than 17" and a height of no more than 8 1/2". Mark off 26 segments on the shape. Print the following words on the snake, one to a segment and then cut the snake into 26 pieces: aardvark, buffalo, camel, dinosaur, elephant, fly, gnu, horse, iguana, jelly fish, kangaroo, lion, monkey, needlefish, octopus, porcupine, quail, rhinoceros, sparrow, tiger, unicorn, viper, wombat, xylaphone, yak, zebra. Students place the sections of the snake in alphabetical order.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

When student can place all 26 letters in the correct order, the objective has been attained.

Total Days Participation ____________ **out of a possible** ____________

Criterion Attained: Yes ____________ **No** ____________ **Date** ____________

Teacher: ____________ (**Signature**) ____________ (**Title**)

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______ **District:** ______ **Area** ______

For Dates ______ to ______

Student Name ______ Last ______ First ______ **Age or Grade** K-4

Content Area Reading **Skills List No.** 92001

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To develop skill in alphabetizing by the first letter.

Activities: **What will be done, when, how much (time), by whom?**

Display the letters of the alphabet on cards in random order on the chalk ledge. Invite a child to choose a letter card and show the letter to the group. He or she calls two classmates. They find the letters that come before and after, according to alphabetical order. The three children then stand in front of the class so that their three letters are in order. Repeat the activity with three new students.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

If student can respond to proper placement of the letter, objective is attained.

Total Days Participation ______ **out of a possible** ______

Criterion Attained: **Yes** ______ **No** ______ **Date** ______

Teacher: ______ Signature ______ Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ District: ______________ Area: ______________

For Dates ________ to ________

Student Name: ______________________________ Age or Grade ________
Last First

Content Area: Reading Skills List Ref. No. 92001

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To improve the students' ability to alphabetize by the first letter and first two letters.

Activities:

1. Using a box with alphabetical index card dividers, have the stu r put words behind appropriate letter. Include several words beginning with the same letter for some of the alphabet. Re-alphabetize each letter's words using the second letter to establish order.
2. List the names of boys and girls in the class, on the board. Have students rearrange names in alphabetical order by first name, then by last name.
3. Compile a student directory for the class listing names in alphabetical order. Add addresses and phone numbers.

Sources:

1. Alphabetizing Skills Games. Frank Schaffer Publications.
2. Alphabetizing Activities (booklet). Frank Schaffer Publications.
3. Learning to Alphabetize (Book A, B-1, B-2, C-2, C-3). Dexter Westbrook.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a set of ten words on index cards, the student will arrange them in alphabetical order with 90% accuracy.

Total Days Participation ________ out of a possible ________

Criterion Attained: Yes ________ No ________ Date ________

Teacher: ______________________________
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ **District:** ____________________ **Area** ____________

For Dates ____________ to ______________

Student Name ______________________________________ **Age** ____________
Last **First** **or**
Grade 1-6

Content Area Reading **Skills List No.** 92001

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To improve the ability to arrange words in alphabetical order by the first two letters.

Activities: **What will be done, when, how much (time), by whom?**

1. Print a capital letter such as M on the chalkboard. Each child whose last name begins with that letter writes his name under it. If necessary, add other names. Discuss how these names should be arranged in alphabetical order. Have students arrange the names. Repeat on other days with other common last names with the same initial letter (B, C, D, H, S, T, R, W are usually good). This can also be done with names or vocabulary from content areas.

2. Give student 3 words on index cards such as make, money, meal to be arranged in alphabetical order. Increase to four words, such as shine, sit, sun, and sand. Add additional words over several days until students can arrange 10 or more in alphabetical order to the second letter.

3. Write lists of words on the chalkboard to be rewritten in alphabetical order by the student.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Given ten words beginning with the same beginning letter and different second letters, the student will arrange the words in alphabetical order with 80% accuracy or better.

Total Days Participation ____________ **out of a possible** ________________

Criterion Attained: **Yes** __________ **No** __________ **Date** ____________

Teacher: ____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ District: ______________ Area ______________

For Dates ______________ to ______________

Student Name ____________________________________ Age ______
Last First or
Grade 3-5

Content Area Reading Skills List No. 92001

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To provide skill in alphabetizing by two letters.

Activities: **What will be done, when, how much (time), by whom?**

Designate a brief paragraph in the children's reader and have children copy in alphabetical order (using the second letter of the word) the words from that paragraph. If a word appears more than once in the paragraph, they copy it only one time.

You can also have the children copy only one of the new words that begins with any given consonant. For example: if the words "of" and "out" appear in the paragraph, a child may choose either one to use in the alphabetized list.

Have children take turns reading their lists to you or a partner.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

80% of the words must be in the correct order to attain the objective.

Total Days Participation ______________ out of a possible ______________

Criterion Attained: Yes ______________ No ______________ Date ______________

Teacher: ____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________ (**Last**) ______________ (**First**) **Age or Grade** 3-6

Content Area Reading **Skills List No.** 92001

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To develop skill in understanding the function of dictionary entries.

Activities: **What will be done, when, how much (time), by whom?**

Materials: Dictionary Silhouettes.

Proceed: Inside a folder, have the student draw or paste silhouettes of the following or similar words: spoonbill, sickle, stile, sombrero, mattock, scythe, anaconda, rapier, hookah, spat. Install a paper clip beside each silhouette. Make a word card for each silhouette. Write or give these instructions: Look up the words on the cards in your dictionary. Match them to their silhouette.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Objective is obtained when students can find the meanings of 75% of the words and match them with the silhouettes.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: Yes ______________ **No** ______________ **Date** ______________

Teacher: ______________ (**Signature**) ______________ (**Title**)

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Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________ **District:** ____________ **Area** ____________

For Dates ____________ **to** ____________

Student Name ____________ ____________ **Age** ____________
Last **First** **or**
Grade 3-5

Content Area Reading **Skills List No.** 92001

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To provide understanding in the use of guide words.

Activities: What will be done, when, how much (time), by whom?

Inside a folder, draw two tic-tac-toe grids. Mark them with the following words.

1)

ash beneath	window zebra	dinner eggs
master mister	spaghetti taco	Canada Denver
lettuce nothing	green ivory	jacks jump

2)

aardvark animal	nobody opera	rooster turkey
yellow zebra	banana carrot	car elephant
lamp lunch	hide jerk	mark olive

Make nine red and nine blue cover squares. Make 50 word cards, using any word. Have student read the word on the card. He looks to see if he has guide words between which the word on the card would fit. If so, he covers that set of guide words. When he gets three in a row he has tic-tac-toe.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Objective is attained when he gets tic-tac-toe five times in a row.

Total Days Participation ____________ **out of a possible** ____________

Criterion Attained: Yes ____________ **No** ____________ **Date** ____________

Teacher: ____________ ____________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ to ______________

Student Name ______________ **Age or Grade** ______________
Last First

Content Area Reading **Skills List No.** 920

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To improve students' locational skills in the dictionary guide words. (Grades 3-5).

Activities: **What will be done, when, how much (time), by whom?**

1. Write two guide words on the chalkboard. Have student (or students using game approach) write as many words in a specified length of time as possible that would appear between these two guide words.

2. Prepare a written activity such as this: (ditto or chalkboard)
Circle the words which you would not find on the page if the guide words are:

1) row ruby
rubber ruffle royal rudder
run row rub rube

2) sidewise signet
silent siding siesta sight
sign signal signature silk

3. Prepare word cards and sort into piles under guide words. Select four consecutive pages from an appropriate classroom dictionary. Write about five words from each page and put on smaller cards. Shuffle. Under each set of guide words student places word cards that are on its page. This should be done several times and used as a criterion activity.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Given a set of words, the student will place them under the correct guide words with 80% accuracy or better.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** ______________ **No** ______________ **Date** ______________

Teacher: ______________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** __________

For Dates __________ **to** __________

Student Name ______________ (**Last**) ______________ (**First**) **Age** ______ **or Grade** 1-6

Content Area Reading **Skills List No.** 92001

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To improve the ability to use the index.

Activities: **What will be done, when, how much (time), by whom?**

1. Have students turn to the index at the back of their science or social studies books. Ask "What do you notice about this list, or index?" Comments about alphabetical order, page numbers, and subtopics or cross references should be drawn out from questions, if not immediately noted. Locate specific terms in the index and have students note what pages contain this information.

2. List on the chalkboard one topic from the index, with all the subtopics (cross references) and page numbers. Ask students to tell you what pages they would turn to for specific information.

3. Use the index from the daily newspaper to provide practice in locating information. After studying the index, ask questions such as:
"Jim is going to the movies. He should look in part______, page _______."
"Sue is looking for a job. She should check the ________ on page _______."
"Find a movie you want to see. Where will you look? When does it start?"

4. List words from an index in a textbook on the board. Students look up each word and write the page numbers on which information can be found.

5. Print a list of words and phrases on the chalkboard. Have students arrange them as they should be in the index. For example:

mammals	domestic animals	pigeons	amphibians	whales
birds	human beings	cats	birds of prey	

6. Give students a list of questions based on a given textbook. Each question should have one or two words, which when looked up in the index, will lead to information in the index. Have students underline the key words. Check judgments by using the index. Discuss answers and difficulties. Sample questions: What is the chief industry of California? How much wheat is grown in Kansas? Have students think of broader terms, such as agriculture, when considering key words and ideas.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Given a list of ten questions or topics from an index, the student will locate the page numbers that contain the information with 80% accuracy.

Total Days Participation __________ **out of a possible** __________

Criterion Attained: Yes __________ **No** __________ **Date** __________

Teacher: ______________ (**Signature**) ______________ (**Title**)

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________ **District:** ____________ **Area** ____________

For Dates ____________ **to** ____________

Student Name ____________ **Age** ____________
Last **First** **or**
Grade 3-5

Content Area Reading **Skills List No.** 92001

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To provide skill in the use of a book index.

Activities: **What will be done, when, how much (time), by whom?**

Materials: a display of literature and music books.

Proceed: Arrange a display of literature and music books. Ask students to choose poems or songs they like about any holidays celebrated throughout the year. Direct them in using a book index. Have students make lists of poems and songs for a "table of contents" they would like to see published in a new book.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

If students can make an index from reference books, (choice topics) the objective has been attained.

Total Days Participation ____________ **out of a possible** ____________

Criterion Attained: **Yes** ____________ **No** ____________ **Date** ____________

Teacher: ____________
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______ **District:** ______ **Area** ______

For Dates ______ **to** ______

Student Name ______ (**Last**) ______ (**First**) **Age or Grade** 3-6

Content Area Reading **Skills List No.** 92001

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To develop understanding of the parts of a book.

Activities: **What will be done, when, how much (time), by whom?**

Make a double folder construction with two circles. Make checking holes on the outside folder. Divide circle one into eight parts. Print the following words in the parts, one to a part: 1) the name of the author, 2) alphabetical list and page numbers, 3) subject or chapters in the same order as in the book, 4) title, 5) Publisher, 6) copyright date, 7) Illustrator, and 8) story or facts. Divide circle 2 into six parts and label them: a) cover, b) Index, c) back of title page, d) main part of book, and e) table of contents.

Look at first item on Circle 1. Decide where in the book, you would find it. Move circle 2 until student sees the answer.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Objective is attained when student, with 100% accuracy, matches the two circles.

Total Days Participation ______ **out of a possible** ______

Criterion Attained: Yes ______ **No** ______ **Date** ______

Teacher: ______ (**Signature**) ______ (**Title**)

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________ ______________ **Age** ______________
Last First

or Grade 1-6

Content Area Reading **Skills List No.** 920

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To improve the ability to use a Table of Contents.

Activities: **What will be done, when, how much (time), by whom?**

1. Open books in a basal reader to the Table of Contents. See how fast students can locate a given story. Ask questions such as, "Is there a story about a goat in this book? On what page will we find the story? How many pages are in the story? Who wrote the story? Are there any poems in this book? How many?"

2. Discuss how a Table of Contents is a structured outline of a book's contents. Look at a science or other textbook. Ask questions such as, "Is there a chapter about the Solar System? On what pages can you read about Mars? How many pages are in the chapter about magnets?"

Repeat with other textbooks. Note differences in organization of Table of Contents -- some have more detail and list major sections within chapters as well as chapter titles and pages, some list illustrations and tables and charts.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Given ten questions about a Table of Contents, the student will locate the information with 90% accuracy.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** ______________ **No** ______________ **Date** ______________

Teacher: ______________ ______________
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______ **District:** ______ **Area** ______

For Dates ______ **to** ______

Student Name ______ **Last** **First** **Age** ______ **or Grade** 3-5

Content Area Reading **Skills List No.** 920

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To provide an introduction to reference materials (the almanac).

Activities: What will be done, when, how much (time), by whom?

Materials: none.

Proceed: Divide the class into small groups and give each group an almanac. Have students look up "presidents" in the almanac general index. Call on students to describe some of the facts given about Presidents. Ask the students if someone can find a page that gives the number of children the Presidents had and how many were daughters and how many were sons.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

When students can explain the use of an almanac, find topics, and relay information about a topic found, the objective has been attained.

Total Days Participation ______ **out of a possible** ______

Criterion Attained: Yes ______ **No** ______ **Date** ______

Teacher: ______

Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** ______________

For Dates ______________ **to** ______________

Student Name ______________ Last ______________ First **Age or Grade** 1-6

Content Area Reading **Skills List No.** 92001

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To improve the ability to use the encyclopedia.

Activities: **What will be done, when, how much (time), by whom?**

1. Prepare a drawing that shows the volumes in an encyclopedia set. Show the Volume Number and the alphabet letters covered. Prepare questions (both oral and written) to ask students to identify the volume that would contain the information on certain topics. Example: Using the above drawing, in which volumes would you find information about:
a) Olympic games sites in 1924 and 1972?
b) Where Abraham Lincoln was born.
c) Population of Equador.
d) Poisonous snakes in the U.S.

2. Play "Private Eye." Prepare statement sheets with some facts left blank. Each student is a "private Eye" using the encyclopedia to find answers. Any topic can be used. Presidents, States, Countries, and organizations like the UN are especially good for this.

3. Encourage participation in "Daily Facts." Write fact questions which can be answered using the encyclopedia on 3" x 5" cards. Students select a card daily and answer it on a "Daily Facts Record Sheet."
Sample questions: What is a mongoose?
Where is the Baseball Hall of Fame?
Who is Susan B. Anthony?
Who invented basketball?
Compare the size of Texas to the whole U.S.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Given five or more topics, the student will locate information in the encyclopedia with 80% accuracy.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** ______________ **No** ______________ **Date** ______________

Teacher: ______________ **Signature** ______________ **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ____________ **District:** ____________ **Area** ____________

For Dates ____________ **to** ____________

Student Name ____________ **Last** **First** **Age** ____ **or Grade** 1-6

Content Area Reading **Skills List No.** 92002

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To improve the student's ability to use the telephone directory.

Activities: **What will be done, when, how much (time), by whom?**

1. Bring in old telephone books. Divide students into groups. Have each group list the major parts of a phone book. (Call Guide, Consumer information, Government Offices, Alphabetical Telephone Directory for the city or area, community information (if applicable), Yellow Pages). Discuss the parts and how to use them.

2. Using the names of students in the class, locate the page on which their name (parents name) and phone number is listed. Write the listing, address, and phone number as well as the page on which it is found.

3. Prepare a list of questions students can answer using the phone book, such as: How many people have the last name ____________? How many cleaners (or any other occupation/type of store) are listed in the yellow pages? On what page in the yellow pages is the list of pet shops? On what page would you find the listing for John Smith? What is the phone number for the City Hall?
This could also be done as a contest.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Given ten questions whose answers can be found in the phone book, the student will use the phone book to answer the questions with 80% accuracy.

Total Days Participation ____________ **out of a possible** ____________

Criterion Attained: **Yes** ____________ **No** ____________ **Date** ____________

Teacher: ____________ **Signature** **Title**

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Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________________ **District:** ______________________ **Area** ____________

For Dates ______________ **to** ______________

Student Name ____ **Age** ____________
Last **First** **or**
Grade 2-5

Content Area Reading **Skills List No.** 94002

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To develop skill in organizing information by using a list.

Activities: **What will be done, when, how much (time), by whom?**

Materials: none.

Proceed: ask students who taught them to talk, tie shoes, take turns, etc. Encourage students to think of other things they learned at home. Take the information and organize it according to time or importance. Then discuss or have students describe how their (regular classroom) looks. How is it different? What do the students learn from home (or classroom)? How does this compare with what they learn from their parents? Make a list.

Optional: Ask students what they have to do at home that they really do not enjoy doing. Compile a list from the class and write it on the chalkboard. Then ask students to speculate about things their parents must do that they may not enjoy. Organize the list by priorities.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

When student can prioritize information on a list with 85% accuracy, the objective has been attained.

Total Days Participation ______________ **out of a possible** ______________

Criterion Attained: **Yes** ______________ **No** ______________ **Date** ______________

Teacher: ____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: ______________ **District:** ______________ **Area** __________

For Dates __________ **to** __________

Student Name ______________________________ **Age** __________
Last **First** **or**
Grade 3-5

Content Area Reading **Skills List No.** 940, 920

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To provide skill in organizing information.

Activities: What will be done, when, how much (time), by whom?

Collect pictures of various kinds of birds and mount them on separate pieces of cardboard. Write the names of the birds on the back. Encourage the children to study the pictures and learn the names of the birds. Next display the pictures on the chalk ledge and see if the children can identify each bird. Assign three or four of the birds to a small group of children. Assist them in finding facts about each bird. In reporting the facts to the class, have the group emphasize how the three or four birds are alike and how they differ.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The objective is attained if and when the student completes his/her report and shares his/her information.

Total Days Participation __________ **out of a possible** __________

Criterion Attained: Yes __________ **No** __________ **Date** __________

Teacher: ______________________________________
Signature **Title**

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Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

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For Dates ____________ **to** ____________

Student Name ____________ **Age** ____________
Last **First** **or**
Grade 1-6

Content Area Reading **Skills List No.** 94002

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To improve the ability to organize details in an outline format.

Activities: **What will be done, when, how much (time), by whom?**

1. Introduce the idea of outlining as an advanced classification activity. Give the students a list of words and an outline with blanks to be filled in. For example, these words: peas, shoes, dog, bird, cabbage, dress, shirt, cat, carrots, could be filled in to the outline:

I. Pets	II. Food	III. Clothing
A.	A.	A.
B.	B.	B.
C.	C.	C.

2. After a social studies or science reading lesson, place an outline on the board to be filled in. If reading about Eskimos, perhaps the main topics of Homes, Food, and Dress could be listed with the supporting A, B, and C. details to be filled in.

3. Read a well known story, such as Goldilocks. Outline the main events of the story, with the supporting details.

4. Make an outline form on tagboard to go along with a story. Print the specific phrases on tagboard strips to be placed on the form. The student can independently read the story, then place tagboard strips in proper order on the outline. A key can be made so work may be checked independently.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

After reading a simple story, the student will use the outline format to arrange the main events and details of a story.

Total Days Participation ____________ **out of a possible** ____________

Criterion Attained: **Yes** ____________ **No** ____________ **Date** ____________

Teacher: ____________
Signature **Title**

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Individual Student Short Term Plan/Record
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Student Name ____________ **Last** **First** **Age** ____________ **or Grade** 1-6

Content Area Reading **Skills List No.** 94004

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To improve the ability to use the SQRRR study method (Survey - Question - Read - Recite - Review).

Activities: **What will be done, when, how much (time), by whom?**

1. Introduce a new textbook, chapter, or reading assignment using the SQ3R system:

a) Survey - check the chapter headings, illustrations, and pictures to see which big points will be developed and to grasp the general nature of the content and structure. Read the summary.
b) Question - Turn each heading into a question.

c) Read - silently to bind the answer to your question.
d) Recite - recite the answer found while looking away from the book. Jot down cue phrases in outline form. Repeat these three steps (Question, Read, Recite) for each chapter heading.
e) Review - check over notes and review the relationships between main points. Make sure questions have been answered and remembered by reciting subpoints under headings.

2. Emphasize purposes for reading in every assignment. After surveying the chapter, list questions to be answered in each section as a group activity. Provide plenty of practice in recalling answers and reviewing.

3. Continue using the SQ3R method to present new material over several weeks (or always in content area reading).

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Given a reading assignment, the student will employ the SQ3R system by surveying the assignment, making questions, reading for answers, reciting and reviewing.

Total Days Participation ____________ **out of a possible** ____________

Criterion Attained: Yes ____________ **No** ____________ **Date** ____________

Teacher: ____________ **Signature** **Title**